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ABSTRACT

Designed to assist young people to live together more harmoniously, this second of a series of three detailed teacher's guides is meant for grades 4-6. The goal of the program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition. The program is based on the idea that the family is the cornerstone of society, and the many negative social influences working against family life can be counteracted by providing positive, structured interpersonal experiences for students. (Author/BP)

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DIMENSIONS FOR LIVING
A TEACHING GUIDE
Grades 4-6

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FOREWORD

The family is the cornerstone of society. It is the family which nurtures our young, holds up standards, passes on values, gives the child an image of himself, instills compassion, demonstrates loyalty, motivates aspirations, and teaches love by giving it. In this age of instant communication, high mobility, changing standards and tumbling traditions, there are many influences which work against family life.

Not very long ago, young people grew up under the watchful eye of the neighborhood, married, settled down, and raised children with grandparents, aunts, uncles, cousins, and life-long friends all providing support and strength to the new family. Now families are moved around as casually as freight cars. For two generations of the same family to live in the same town is frequently the exception rather than the rule. Young people have easy access by automobile to the anonymity of neighborhoods far from their own. Mass media saturate the country, often presenting values that are very different from those consistent with wholesome, stable, family relationships. Economic necessity as well as society's changing expectation of women has resulted in a tremendous movement of mothers out of the home and into paying jobs. Often quality substitute child care is not available, and the impact of this deficiency is tremendous. Nowhere is the lack of child care felt more keenly than in the families which are least favored economically. Many children, by hard necessity, are growing up without the care and guidance so crucial in their development.

There is demonstrable evidence that family patterns have passed down from one generation to the next, and those children who have not had the opportunity to experience satisfying and constructive family life are likely to repeat the unhappy patterns in their own lives. Education for family living is aimed at interrupting that cycle.

The goal of the "Dimensions for Living" program is to integrate into the classroom those activities and experiences which will assist the student to appreciate the enduring importance of family life, to develop a strong concept of himself, to respect both himself and others, to recognize the importance of individuality and to accept differences, to enhance his ability to get along with others, to understand feelings and cope with them, to accept responsibility for his behavior, to clarify values and to develop competency in decision making. In addition it provides necessary factual information on which to base decisions, particularly in such areas as consumer financing, family budgeting, career opportunities and nutrition.

Many school systems call this kind of program family life education. Students who helped develop this program did not like family life education as a name. They suggested "Dimensions for Living." By whatever name this program is called, its purpose is to assist young people to live together more harmoniously now and in the future. It is not intended to usurp any of the prerogatives of the family, but seeks only to strengthen family life. Its objective is to equip young people with knowledge and skills which will assist them to be more effective family members now and in the future families which they will establish. "Dimensions for Living" is a homemade program that was developed in response to the demand of Tidewater, Virginia, citizens who first asked for it when some 2,300 of them met in 1969 at the first Tidewater Conference on Family Living. Included were teachers, school adminstrators, physicians, clergy, a variety of other professional disciplines, as well as just plain interested parents from diverse racial, cultural and economic backgrounds.

With the cooperation of the Norfolk School Adminstration and the enthusiastic endorsement of Dr. Albert L. Ayars, the Tidewater Assembly on Family Life received a grant from the Office of Education under the Emergency School Aid Act (ESAA) for the school year 1973-74. This grant made it possible to involve directly 355 parents, 1,300 students and 52 teachers who designated what they thought ought to be included in a school program. The grant also made it possible to arrange for consultant services from Dr. Michael Sporakowski in the Department of Housing, Management and Family Development at Virginia Polytechnic Institute and State University and Dr. Ned Gaylin, Department of Human Ecology, University of Maryland. Twelve classroom teachers provided assistance to the consultants in a week-long workshop made possible by the Norfolk School Administration. Dr. Sporakowski, in consultation with Dr. Gaylin, wrote the first draft of the teaching guide.

In the school year 1974-75, the Tidewater Assembly on Family Life received a second grant under ESAA. In that project year 14 teachers from Norfolk schools under the leadership of Dr. Anne McKinney, Norfolk State College, and Dr. Judith Shapiro, Old Dominion University, revised and rewrote the material already in hand and prepared themselves to teach it. Simultaneously parents and teachers in 47 schools in the Norfolk system had an opportunity to review and react to the suggested guide at meetings conducted by the Assembly's ESAA project staff.

The Assembly's third ESAA grant for the 1975-76 school year supported a pilot program carried out by 21 teachers in six schools with field site supervision from Dr. McKinney and Dr. Shapiro. At the same time parent groups were organized in each of the pilot schools under the leadership of the ESAA project staff members, Mrs. Marylin Copeland, Mrs. Ruby Hoyt, and Mrs. Mary Huneycutt. Experiences in the pilot year gave a basis to rewrite the guide and so the third draft was written by the ESAA staff under the direction of Mrs. Mary Huneycutt. Dr. Anne McKinney and Dr. Bruce Anderson gave constant support and assistance.

During the 1976-77 school year the expanded guide was used extensively in Norfolk schools. Parent education and involvement continued to be supported by a fourth ESAA grant which also funded teacher preparation.

The fifth ESAA grant, awarded for 1977-78, made it possible to introduce the program to the Chesapeake School System, funding teacher preparation as well as parent education and parent involvement in curriculum revision. The current edition of the guide reflects the experience gained in greater classroom use as well as continued parental review and comment. It was prepared under the editorial direction of Margery Loomis Krome working in close association with Mary Huneycutt and Pamela Barr, each of whom carried major responsibility in revising and rewriting the teaching guide.

The support and encouragement of the Norfolk and Chesapeake School Administrations and their Boards is acknowledged with gratitude. Dr. Albert L. Ayars and Dr. Kenneth E. Fulp, the respective Superintendents of Schools in Norfolk and Chesapeake, have demonstrated their commitment to the idea that strong families are essential to society, and they have provided outstanding cooperation to this program. An early advocate, who has continued unflagging in his support, is Vincent J. Thomas, Chairman of the Norfolk School Board at the inception of this project and presently Chairman of the State Board of Education in Virginia. The leadership of Thomas R. McNamara, Chairman of the Tidewater Assembly on Family Life throughout the early development of the curriculum guide, was indispensable.

It is hoped that the hundreds of parents, students, teachers, members of the Assembly's task forces and other Tidewater citizens and agencies who helped make this program a reality will accept this expression of appreciation as being directed to each one of them individually.

Jean Bruce, Director
Tidewater Assembly on Family Life

TIDEWATER ASSEMBLY ON FAMILY LIFE

The Tidewater Assembly on Family Life is a voluntary, non-profit citizens group active in Eastern Virginia whose objective is to strengthen family life. From its inception it has limited its efforts to those areas of interest which are amenable to change through education.

BACKGROUND

In the mid-sixties the Health-Welfare-Recreation Planning Council which serves east Chesapeake, Norfolk, and Virginia Beach began receiving requests to endorse a variety of programs concerned with social problems such as venereal disease, drug abuse, unwed pregnancies, and juvenile delinquency. The Planning Council's Board of Directors concluded that it would be more constructive to focus on planning for programs which are preventive in nature.

Recognizing that the family is the most influential factor in the development of individuals, the Planning Council responded to a request from the Virginia Council on Family Relations by organizing a Family Life Steering Committee from the communities which the Planning Council serves. With the support of George F. Rice, the Council's Director, Mrs. John E. Krome, Community Planner, provided initial leadership. Subsequently, the Junior League of Norfolk, Inc. (which later changed its name to the Junior League of Norfolk-Virginia Beach, Inc.) formalized its earlier interest and became a joint sponsor of the Family Life Project. An invitation to the Health-Welfare-Recreation Planning Council of the Portsmouth Area to join the effort was accepted. Throughout the early years of the Assembly the Portsmouth Council contributed funding and Council representation. The Assembly serves the four cities of Chesapeake, Norfolk, Portsmouth, and Virginia Beach.

The Steering Committee agreed to adopt the name, Tidewater Assembly on Family Life. It was anticipated that many professional disciplines would have contributions to make to its efforts, as would representatives from PTAs, church groups, and numerous civic organizations. This did, indeed, prove to be the case. The result is an informal association of individuals and groups with an interest in strengthening families. The Assembly has assumed that families are not ineffective by choice but that successful family relationships are neither instinctive nor accidental. The emphasis of the Assembly has been on the prevention of problems by encouraging programs which will assist families to learn how to function more effectively.

The Steering Committee decided that a logical first step would be the convening of an areawide conference to focus attention on the need for strengthening families, to pool available resources and to reach some community consensus regarding how to proceed. The Junior League offered to underwrite the expenses of a family life project for one year, including the expenses of the conference and the salary of a part-time staff person. The conference was planned to bring together three elements of the community: professionals with skills to give to family life education, citizen leadership with the power to implement change, and parents from all social and economic strata.

The Tidewater Conference on Family Living was convened February 19 and 20, 1969, and was attended by more than 2,300 residents of the Tidewater area, who reflected both parental concern and professional viewpoints. The theme of the conference was "Strengthening the Family, the Cornerstone of Society." The purpose of the conference was: "To demonstrate that practical techniques and teachable skills exist to promote stable, happy home life and to enable people of all ages and backgrounds to live together more constructively."

In recognition of the fact that the Tidewater Conference on Family Living could only be a first step in mobilizing these communities to strengthen the family unit, the Program Planning Committee requested that every workshop and every roundtable discussion group make recommendations concerning the programs they believed to be needed. From the recommendations a long-range plan was formulated to encourage the development of positive programs to strengthen family life using all the communities' resources. Because the school systems have such a major concern for the stability of the family unit, the long-rang plan was presented to each school administration in the four cities and received their approval. Program planning activities have been carried out by six task forces composed of volunteers, many of whom pursue professions which are family related.

CURRICULUM TASK FORCE

One of the most important conference recommendations came from the Workshop for Educators. Attended by teachers, counselors, administrators and School Board members, it asked that long-range planning begin for a comprehensive program of family life education from kindergarten through twelfth grade with extensive involvement in the planning by parents and community agencies. The Curriculum Task Force was organized to carry out this mandate.

The Task Force conducted a series of discussion groups in each of the four cities attempting to reach a broad cross section of social, economic and educational backgrounds. The purpose was to determine whether Tidewater families felt that family life education was an important part of the public school curriculum. The response was overwhelmingly positive, and the conclusions of these discussion groups were shared with the administration from each of the four school systems. As a result, the Tidewater Assembly was invited by the Norfolk School Administration to plan a series of discussions with teachers in the Spring of 1972. In August of 1972 they were invited by the Virginia Beach School Adminstration to plan a day-long program for all the school nurses and counselors in the Virginia Beach School System as part of their in-service training.

The Task Force presented a seminar to area educators in October of 1972 to discuss a program titled, "Exploring Childhood," part of the Office of Education and Office of Child Development program, "Preparation for Parenthood." The Portsmouth School Adminstration requested that I. C. Norcum be chosen as one of the test sites for the "Exploring Childhood" program where it continues to be very successfully carried out at this writing.

Vincent J. Thomas, then the Chairman of the Norfolk School Board, encouraged the Tidewater Assembly on Family Life to apply to the Office of Education under the Emergency School Aid Act for funds set aside for non-profit community groups. Financial assistance could make possible the development of the comprehensive curriculum for the schools. Each of the four Tidewater school administrations agreed to participate. The Office of Education, however, refused to accept an application by the Assembly on behalf of all four school systems. Every avenue for exception was explored, including seeking Congressional help, but to no avail. Having been limited in ESAA grants to one school system until 1977, the Assembly stipulated that the results of the project would be freely shared with the other Tidewater school systems. The Curriculum Task Force asked each of the school administrations to appoint a representative to the Task Force in addition to its citizens already serving. Through this structure information was disseminated to each school administration at every stage of the developmental process.

FUNDING

The Planning Council of the United Communities received a grant in 1968 from the Junior League which made possible the First Tidewater Conference on Family Living in 1969. Subsequently the Junior League made a grant of $9,000 annually for three years to the Planning Council to pay for part-time staff for the Tidewater Assembly on Family Life. The Planning Council of the Portsmouth area made a cash contribution of $1,000 annually to support the Assembly's efforts in the Portsmouth area for three years. From January 1, 1974 to December 31, 1976, the Assembly's operating budget was part of the request by the two Planning Councils to the United Communities Fund and the Portsmouth Area United Fund respectively. Since that time the operating budget of the Assembly has been carried solely through the Planning Council budget allocation from the United Communities Fund.

EPILOGUE

In 1975 the Tidewater Assembly on Family Life received funding from the Virginia Foundation for the Humanities and Public Policy which made possible the Second Tidewater Conference on Family Living. The focus of the Conference was the ethical development of children in three environments--the family, the school, and the community. The Eastern Virginia Medical School and the Junior League were joint sponsors of this conference held September 23 and 24, 1975, which declared in its purpose:

> *The family is the basic unit of a free society. Survival of the family is necessary to civilization. Justice, respect and caring are essential to the family, and where absent must be restored.*

The conclusions reached at the second Conference on Family Life confirmed that education for family living for young people and their parents is still the highest community priority as a prevention of family breakdown.

Interest also grew out of the second Conference on Family Living for further exploration of the responsibility public education has for the development of values in young people. With funding again from the Virginia Foundation for the Humanities and Public Policy, the Tidewater Assembly on Family Life and the School of Education, College of William and Mary, co-sponsored a conference May 8, 1976. Parents, teachers, and school administrators from twenty-seven school districts were invited to participate in the examination of education's role in developing values.

The Tidewater Assembly on Family Life continues to serve the Tidewater community as a vehicle through which family concerns may be heard and community responses formulated.

TO THE TEACHER:

If the law of averages is at work, your class this year will include students with a wide range of personalities. There will probably be a few who are a delight to teach, and probably several whose behavior is sometimes a problem to you or to others. You can expect it to include children who come from strong, supportive families, and others where you suspect their family life has not been a predominantly happy one. It will probably have one or two children who are unusually aggressive, and perhaps a few who are distressingly passive or unassertive. It is a tall order to expect that you--one ordinary, mortal teacher, with a few needs of your own--should be able to adapt to these widely-differing needs, incorporate all these demanding challenges into a cohesive classroom, and that in addition, you should be expected to TEACH!

This teaching guide will not solve all your problems. At the same time, it is possible to assure you that through a combination of your own sensitivity to the children's needs and a regular use of activities from the guide, you can anticipate a dramatic reduction in behavior problems. We make this statement after a number of years of testing it in pilot programs, and intensive use in classrooms by teachers trained in its concepts.

You are the most important element in this program. Your non-judgmental acceptance of every student is crucial in creating an atmosphere where students can risk exploring their ideas about themselves and other people and developing as human beings. It will be very important for students to understand that there are no "right" or "wrong" answers to the questions that are raised for discussion in the classroom by the activities suggested in this guide.

You are also in a strong position to affect how the students in your class feel about themselves. You can be a major source of encouragement, a process by which you focus on their strengths as a means of building their self-confidence. By concentrating more on their successes, and minimizing the emphasis on mistakes, you encourage self-esteem.

It is important to note the difference between encouragement and praise. Dr. Don Dinkmeyer has noted:

> "...praise can be discouraging. At first glance praise and encouragement appear to be the same process. This is because both praise and encouragement focus on positive behaviors. To understand the very important differences, consider the purpose and effect of praise, versus encouragement.
>
> Praise is a type of reward. It is based on competition; it is given for winning and being the best....Praise is an attempt to motivate children with external rewards.
>
> Encouragement, on the other hand, is given for effort or for improvement, however slight. It focuses on the child's assets and strengths as a means for him or her to contribute to the good of all....Encouragement is aimed at helping a child feel worthy. Thus, it attempts to

> motivate children through internal means. Also, unlike praise, encouragement can be given at a time when children are 'down' -- when they feel they are not doing well enough or when they are facing failure."[1]

When discussing sensitive issues such as family constellation, values, relationships, religion or self-concept, you should emphasize that there are many ways that are "right" and that differences are desirable and to be expected. You will find that activities throughout this guide are directed toward opening opportunities for children to discover new abilities, learn new skills and reinforce their sense of being worthwhile individuals. There is also much emphasis on the importance of children taking responsibility for their own actions. When a teacher's attitude reflects respect for the child and confidence in the child's ability to act responsibly, the teacher-child relationship becomes more a partnership and less the authority-antagonist pattern which can damage a good learning atmosphere.

Teachers who have used "Dimensions for Living" in pilot programs have had many remarkable and encouraging experiences. They have found that children enjoy bringing out the best in each other. They have discovered that "getting-along-with-each-other" is a skill which can be taught, and that as it is learned, outsiders can readily observe a change in attitudes among children in the classroom, on the playground and even in their own homes and families.

No one expects you to accomplish all these miracles by yourself. In fact, we urge you to recruit helpers. By acquainting other school personnel with the goals of "Dimensions for Living" and by encouraging them to cooperate with efforts to enhance the self-concept of each child in the school, you can increase the impact of the program to a significant degree.

Teachers have found it extremely worthwhile to encourage parents to participate in programs such as STEP (Systematic Training for Effective Parenting).[2] Parents' increased skills in parenting are frequently reflected rather swiftly in improved family relationships, with the results often carrying over visibly into the classroom. Whether parents come to you with concerns about their children, or you find it necessary to seek them out to discuss a problem you observe, you can help everyone concerned - parent, child, and yourself as a teacher - if you can enlist their cooperation with the goals of the curriculum guide. Furthermore, once a group of parents has been enrolled in a STEP course, word spreads rapidly and you will have less trouble interesting other parents in such a series of classes thereafter.

Many valuable suggestions concerning techniques for holding "class meetings" are contained in Dr. William Glasser's Schools Without Failure (Harper & Row, 1969).[3] In particular, his chapters 10, 11 and 12 deal in considerable detail with the concept of holding regularly-scheduled meetings of the entire class. Discussion may focus either on social problem-solving or on open-ended topics of concern to the students.

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[1] Don Dinkmeyer, Ph.D., and Gary D. McKay, Systematic Training For Effective Parenting, Parent's Handbook, (Circle Pines, Minnesota: American Guidance Service, Inc., 1976), p. 37.

[2] Ibid.

[3] See bibliography.

Dr. Glasser's experience has shown that it is possible for children as young as the kindergarten years to learn that the class setting can be used for group problem-solving, with the children developing a sense of appropriate responsibilities for themselves as individuals and for the group as a whole. Chapter 12 in his book is a gold-mine of stimulating suggestions for launching a lively discussion, and keeping it in a good orbit, once launched.

The order in which the goals appear was intended to provide a logical progression. Their arrangement does not imply that one goal is more important than another, nor is it necessary to undertake activities in the same sequence as they appear in the guide. You might well choose to initiate your year with an activity on interpersonal relationships from Goal V. The class reaction to that exercise could suggest that you would next use activities relating to self-concept from Goal II. There is no expectation that you should try to use all of the activities. Perhaps only one or two activities under an objective will be appropriate for your class' age level. Your familiarity with the needs of your class will permit you to choose from a variety of suggestions, making your own adaptations to a given activity according to the physical facilities of your classroom and the time available to you.

Some of the activities carry special notations at the beginning; these are intended to assist you in your lesson planning. They may include a suggestion as to the most appropriate grade level (GRADES 4, 5), a note as to subject areas in which the activity could be useful (SOCIAL STUDIES), or an indication that the exercise would be best used at a certain time of year (BEGINNING OF SCHOOL YEAR, HALLOWEEN).

Throughout the guide you will find references to techniques and procedures (role-playing, for example). Rather than discuss details of these in many places, we have included general directions on them in the "How To..." section at the end of the volume. A few minutes spent reading it early in the year will increase your confidence in using the techniques suggested in the guide.

Immediately following this section you will find a story by Art Buchwald, "Love And The Cabbie," which reflects exactly the spirit of this curriculum guide. We are confident that through small but important actions and attitudes, people's lives can be changed in a positive way, and Mr. Buchwald's taxi driver has said it for us perfectly.

We believe that you and your students will find that many of these activities are fun. Laughing and enjoying yourselves together can have a magical effect on the learning that takes place in your classroom. We hope that you will find, as have our pilot teachers, that teaching students new skills for living life better can be rewarding, entertaining and distinctly worthwhile.

INDEXING:

You may find it increases the convenience of this guide to insert indexing tabs on the right-hand edges of the pages which mark the beginning of each Goal. To make this easier for you, the correct position for each tab has been indicated on the Goal Statement pages. You can locate these by flipping the edges of the guide, but they will be more readily found if you either slip a paper clip over the page at the "GOAL" mark or glue a tab index to the correct pages.

16

LOVE AND THE CABBIE[1]

by Art Buchwald

I was in New York the other day and rode with a friend in a taxi. When we got out my friend said to the driver, "Thank you for the ride. You did a superb job of driving."

The taxi driver was stunned for a second. Then he said:

"Are you a wise guy or something?"

"No, my dear man, and I'm not putting you on. I admire the way you keep cool in heavy traffic."

"Yeh," the driver said and drove off.

"What was that all about?" I asked.

"I am trying to bring love back to New York," he said. "I believe it's the only thing that can save the City."

"How can one man save New York?"

"It's not one man. I believe I have made the taxi driver's day. Suppose he has twenty fares. He's going to be nice to those twenty fares because someone was nice to him. Those fares in turn will be kinder to their employees or shop-keepers or waiters or even their own families. Eventually the goodwill could spread to at least 1,000 people. Now that isn't bad, is it?"

"But you're depending on that taxi driver to pass your goodwill to others."

"I'm not depending on it," my friend said. "I'm aware that the system isn't foolproof so I might deal with ten different people today. If, out of ten, I can make three happy, then eventually I can indirectly influence the attitudes of 3,000 more."

"It sounds good on paper," I admitted, "but I'm not sure it works in practice."

"Nothing is lost if it doesn't. I didn't take any of my time to tell that man he was doing a good job. He neither received a larger tip nor a smaller tip. If it fell on deaf ears, so what? Tomorrow there will be another taxi driver whom I can try to make happy."

"You're some kind of nut," I said.

"That shows you how cynical you have become. I have made a study of this. The thing that seems to be lacking, besides money of course, for our postal employees, is that no one tells people who work for the post office what a good job they're doing."

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[1] See Acknowledgements.

"But they're not doing a good job."

"They're not doing a good job because they feel no one cares if they do or not. Why shouldn't someone say a kind word to them?"

We were walking past a structure in the process of being built and passed five workmen eating their lunch. My friend stopped. "That's a magnificent job you men have done. It must be difficult and dangerous work."

The five men eyed my friend suspiciously.

"When will it be finished?"

"June," a man grunted.

"Ah. That really is impressive. You must all be very proud."

We walked away. I said to him, "I haven't seen anyone like you since 'The Man from La Mancha.'"

"When those men digest my words, they will feel better for it. Somehow the City will benefit from their happiness."

"But you can't do this all alone!" I protested. "You're just one man."

"The most important thing is not to get discouraged. Making people in the City become kind again is not an easy job, but if I can enlist other people in my campaign..."

"You just winked at a very plain looking woman," I said.

"Yes, I know," he replied. "And if she's a schoolteacher, her class will be in for a fantastic day."

GOAL I: To expand the students' concept of the family as an enduring influence in the overall growth and development of the individual.

Instructional Objectives:

A. The student will be able to identify and describe many types of families according to their composition and life styles.

B. The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

C. The student will be able to describe his responsibilities in the family in relation to those of other family members.

D. The student will be able to discuss factors which affect family harmony and conflict and will gain experience in methods of conflict resolution.

GOAL I

NOTES TO THE TEACHER:

In all discussions with your class about the family, you will need to keep in mind that your students come from many different family situations. The child whose father has deserted the family, and the child whose parents are divorced are both students who will need strong support in discussions on family structure, if they are not to feel that their own family is inferior. When your attitude reflects that the traditional family is not the only kind, you will set a good tone for discussion.

When introducing the concept of family, you may want to point out that there are several definitions or ways to describe a family. The following are examples:

- "the persons who live in one house, and under one head, a household."
- "a group of closely related individuals."
- "persons related by blood or marriage; relatives; kinfolk."

When an activity is introduced involving discussion of specific family roles, it might be helpful to remind the class casually that there are many different kinds of families and that if the student's family does not include every member mentioned in the exercise, there are many substitutes which can be used. Where the family does not include a father, the student might like to think of a grandfather or uncle, older brother or close friend of the family. The same kind of substitutes (grandmother, aunt, older sister, friend of the family) can be suggested when there is no mother in the family. Even with a matter-of-fact approach, this kind of activity may result in some students expressing feelings of sadness or anger or loneliness. Your sense of the situation will help you to respond supportively so as to make the experience a constructive one for the child who may not previously have been able to express feelings concerning breaks in his family relationships.

You may, during the school year, discover from your students' remarks indications of family situations which suggest that substantial conflict exists. These are particularly likely to come to your attention during activities under Goal I, Objective D, since it deals with family harmony/conflict. Should this be your experience, perhaps the principal of your school would be willing to arrange for classes in effective parenting to be offered to the parents of children in your school. In some cases, classes in Parent Effectiveness Training (PET) or in Systematic Training for Effective Parenting (STEP) may already be available through your school. Local colleges often offer such courses, and family agencies may either provide such classes, or be able to refer you to persons qualified to lead classes.

The teaching guide was developed using classes in parenting education as a parallel activity. The enthusiasm of parents who have taken parenting classes has been overwhelming, and based on their evaluations, we can strongly affirm that teachers will find it worthwhile to assist parents in finding and enrolling in such courses.

Material contained under Goal I is particularly relevant when used in conjunction with cognitive units relating to social studies. Also many of the activities in this unit can be appropriate with other goals, particularly Goal IV and Goal V.

GOAL I, OBJECTIVE A: The student will be able to identify and describe many types of families according to their composition and life styles.

Sample Learning Outcomes:

- Distinguish between the structures of nuclear and extended families.
- Given a diagram of a family unit, identify correctly the relationships between family members.

ACTIVITIES

1. A) Discuss with students the fact that there are many definitions of the concept of family, but that we are going to define a family from our experiences, i.e., what a family is to us.

   B) Write some of the following definitions on the chalkboard and ask students to make up their own definitions beginning with the sentence stem - A family is... Write the students' definitions on the chalkboard.

   A family is...Thanksgiving, Christmas, and the Fourth of July.
   A family is everybody eating dinner together - once in a while.
   A family is washing windows when you would rather play ball.
   A family is seeing your mother cry.
   A family is somebody saying, "That's all right."
   A family is someone to take care of you when you're sick.
   A family is people who love you.
   A family is not always getting along with everyone.
   A family is "acting your age" not "getting too big for your britches."

   C) Discuss with students the fact that all over the world there are many kinds of families, families that are large and families that are small; families with older children and families with infants; families with one parent and families with two parents. One way to describe families is according to the structure or composition of the family.

   D) Summarize the activity by pointing out that (1) a family is many things to many people, (2) we feel differently about our families at different times, and (3) a family is sometimes hard to define.

2. A) Have the students discuss in small groups, "The most important thing about a family is..." Ask each group to appoint a recorder who will make a list of what the group says and report to the total class. Record each group's list on the chalkboard.

   B) Summarize this activity by pointing out that (1) there are many ways to describe a family, (2) that the structure or definition is not the most important thing about the family, (3) the most important things about a family are (use ideas given by students in their groups), and (4) we can all feel good and proud about our families regardless of the structure or composition of the family.

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3. A) Ask students to draw or paint a family picture (include each member of his family) and write a description of each family member. Descriptions may include place in family, oldest to youngest, middle child, etc., duties, likes and dislikes, roles, etc.

   B) Have the students share and discuss their pictures and descriptions with the class. Discuss with the class the differences and similarities of their families.

   C) Ask the students to make a list of the unique features of their families. The list may include:

   size of family, places they have lived, favorite family foods, activities that they enjoy, holidays that are celebrated by the families, favorite family vacations and outings, humorous family situations, favorite family jokes, and any other information the teacher or student may want to include.

   D) Divide the class into small groups and let students share their lists. Summarize the above activity by leading a class discussion about the likenesses and differences of their families.

NOTE: A "My Family" scrapbook, including pictures and descriptions based on list of their families' unique features may be used as an optional or additional activity.

4. A) List on the chalkboard the following words and definitions that describe families. Explain to students that more than one term may be used to describe the same family. Give an example. Example: a father and three children may be a patriarchal, one parent, nuclear family.

   1) nuclear family - a family group made up of a father, mother and their children.
   2) extended family - a family group which includes close relatives - grandparents, mother, father, children, aunts, uncles, etc.
   3) matriarchal family - a family group ruled or headed by a mother, grandmother, or aunt.
   4) patriarchal family - a family group ruled or headed by a father, grandfather, or uncle.

   B) Families are also described according to the number of parents living in the home. Add the following terms and definitions to the board.

   1) one parent family - a family group that has only one parent (mother or father) living in the home.
   2) two parent family - a family group that has two parents (mother and father) living in the home.
   3) communal family - a concentrated settlement of people in a limited area within which they satisfy their daily needs through a system of interdependent relationships.
   4) tribe - a group of persons having a common character, occupation or interest.

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5) institutional - a group of unrelated children living in a limited size community who follow behavior set by non-related adults. (Examples: orphanage, hospital, residential, school, group home, detention center.)
6) polygamy - having several wives or husbands at same time.
7) monogamy - marriage with one person at a time.

C) Following a discussion of the definitions, students may enjoy playing "Family Bingo." Mimeograph enough copies of the following bingo form for each student in the class, omitting the words. You may prepare the cards yourself (or have the students assist you, by having each student fill in one card) placing the words at random in the blank squares. In addition to using the family definitions, the other squares can be filled in with terms discussed and words relevant to families - mother, father, cousin, aunt, uncle, nephew, grandfather, grandmother, wife, husband, great-grandparents, marriage, niece, God-parent.

SAMPLE FAMILY BINGO CARD

NUCLEAR	GOD-PARENT	MONOGAMY	EXTENDED FAMILY	MOTHER
INSTITUTIONAL	UNCLE	NEPHEW	WIFE	GRAND-FATHER
HUSBAND	GRAND-MOTHER	B I N G O	GREAT-GRAND PARENTS	PATRIARCHAL
FATHER	COMMUNAL FAMILY	AUNT	COUSIN	POLYGAMY
MATRIARCHAL	MARRIAGE	ONE-PARENT	NIECE	TRIBE

Directions: The teacher reads the definition of the term, and students find the proper word, and cover it with a slip of paper. The teacher must keep a reocrd of those terms she has used, so that after a student has called "Bingo" there is an opportunity to check that the proper terms have been covered. (This also provides excellent reinforcement for the definitions.)

D) As a follow-up activity, ask the students to select a family type different from their own, and in one paragraph, identify three possible advantages of living in this new type of family and three possible drawbacks.

5. (SOCIAL STUDIES) Discuss with students the fact that many factors determine the way families live - i.e., their life style. Included among factors that determine family life styles are family income, family size, environment, age of family members, and family values.

GOAL I, OBJECTIVE A: The student will be able to identify and describe many types of families according to their composition and life styles.

A) Consider a family of six - mother, father, three teenage boys and one ten year old girl. Compare how the same family would have a different life style if they lived in a rural area, an urban area, or a suburban area. Contrast the different life styles by answering the following questions:

1) What kind of housing would they have?
2) What kind of chores and responsibilities would family members have?
3) How would they spend leisure time?
4) What kinds of food would they buy at the grocery store?
5) What kinds of vehicles would they own?
6) What would their clothing be like?

B) After the discussion the answers can be charted for comparison of life styles.

	RURAL	URBAN	SUBURBAN
HOUSING			
CHORES			
LEISURE TIME			
FOOD			
VEHICLES			
CLOTHING			

6. Read the stories below to the students and discuss family life styles in terms of the following questions:

1) Where does the family live?
2) Who lives in the family? How many children are there?
3) Do others besides parents and children live together?
4) How does the family make its living?
5) What does the family do for fun?
6) What worries does this family have?
7) How is the life style of this family different from yours?

A)

"A CITY FAMILY"

by Leon Trachtman

Of all the months, Sara likes July best. July is when Sara's mother gets her vacation. Then Sara and her brother Peter can spend a lot of time with their mother. This July the three of them played on the sandy beach of Cape Cod.

During vacation Mother is with the children most of the time. They swim together and go horseback-riding. They play checkers and card games. When they are together, Mother calls them the three musketeers.

But the rest of the year is different. For the other eleven months Sara, Peter, and their mother live in the city. They live on the eighth floor of a fine new apartment house. When they come home from school Peter likes to ride the elevator clear up to the sixteenth floor and back down again. Peter is eight years old. Sara thinks he's silly. She's eleven and quite grown up.

Sara's mother works in a big department store. Sometimes Sara goes there. She loves the great brass and crystal chandelier and the soft, rich, red carpet and the quiet bells ringing in the various departments of the store.

Some days Sara's mother leaves for work before Sara and Peter are dressed. But they are not left alone. Laura is there to see that they are dressed and fed and that they leave for school on time. She comes to the children's house every morning and stays until their mother comes home at night. Laura is not very old, but she's not very young either. Sometimes Peter makes a mistake and calls her Mommy. Then Laura, Sara, and Peter all laugh.

Sometimes, when their mother has to go on a trip, Laura stays overnight. She cleans the house, fixes meals, and takes care of the children. Sometimes she takes them for a walk in the park. They may visit the zoo or the Natural History Museum. After cold winter walks, they may stop at a cozy sweetshop for hot chocolate with whipped cream.

Peter doesn't remember his father. Father died when Peter was one year old and Sara was four. Sara remembers her father a little--or at least she thinks she does.

Sara and Peter's school is just four blocks from their house. Although it is not far, it is across two very busy streets. Laura and their mother worry about the rushing cars and taxis and buses.

Once each year Grandmother comes to visit. She is their mother's mother. She flies in from Iowa in a big plane and stays for a week. She always brings a jar of homemade cherry preserves for the children and some watermelon pickles for Mother.

Sara and Peter have no uncles or aunts--and no cousins. Grandmother is the only family they have.

The children know and love the city, with its bright shops and busy streets, its skyscrapers and rumbling subways. But sometimes, when they look out the apartment window on a glum, gray, rainy afternoon, they think about Grandma's stories of the yellow sunshine streaming down over Iowa cornfields, and they wish they might be with her in the large old kitchen, helping to put up cherry preserves and spicy watermelon pickles.

B)

"THE CRAIGS"

by Leon Trachtman

Rain. It beat on the roof and trickled down the windows. It gushed out of the downspouts. The low place in the front yard looked like a pond, and the cornfield was a lake. It was a wet, gray May day in the foothill country.

Terry and Tom, the twelve-year-old twins, stood with their father and looked at the gray sky. They were thinking, no baseball today. Their father was thinking that there would be no plowing for days and days--perhaps even weeks.

The thought worried him. Things had to work out just right for Mr. Craig to scrape through. One bad summer and the family would be in serious trouble. The Craigs were a large family on a small farm. There were six other children besides Terry and Tom.

Though they never had any extra money, the Craigs didn't feel really poor. After all, they had a garden that always supplied them with enough to eat. If they lived in the city and Mr. Craig didn't have an income, they would have trouble getting food.

Mr. Craig planted just one crop that he could sell: corn. The other things that he grew--tomatoes, squash, cucumbers, okra, green beans--were all either eaten fresh or canned by Mrs. Craig for use throughout the year.

The Craigs always had enough to eat from their garden. But if the corn crop were bad or if Mr. Craig got laid off from his part-time job at the factory in town, there would be very little money. They had to hand shoes and clothing down from child to child. Mrs. Craig spent many hours patching and mending.

The family lived in an old, two-story frame house. It had been built almost seventy years earlier by Mr. Craig's grandfather. Mr. Craig had been born in the house, and so had Mr. Craig's father. The house had once been white, but all the paint had cracked and scaled off. The siding was gray and weathered and split in many places.

Grandmother Craig, who lived with the family, was in her seventies. However, she was spry and did a lot of work around the house. Mrs. Craig appreciated her help, but sometimes Grandmother made her angry.

On this rainy, gray May day Mrs. Craig complained about Grandmother. "She always has some little thing to complain about. I don't clean in corners the way she used to. I don't save leftovers as carefully as she did. I get so tired of her complaining!"

"I know," Mr. Craig answered, "but try to bear it. Remember she does do a lot of the cooking and cleaning. And the two little girls enjoy her so."

Mrs. Craig nodded wearily, and Mr. Craig turned slowly back to the window, thinking of the many mouths he had to feed.

The cold May rain kept trickling down the windows. He hoped it would soon stop.

7. Reproduce the statements below. Explain to students that some of the statements include activities that all families do, and that some of the statements apply only to some families. Have the students read the statements and check the appropriate column. After the students have completed the handout, discuss the student responses. Allow students with different answers to explain their answers.

	ALL	SOME
A) The Petersons eat dinner together every evening.		
B) For fun, the Laytons enjoy going to John's little league games.		
C) The Grahams live in a four room apartment.		
D) The Williams enjoy a large breakfast on weekends.		
E) Mr. Whistle rides the train to work.		
F) Debbie's grandmother comes to visit often.		
G) The Lewis' relax by eating popcorn and watching television.		
H) The Johnsons wake up about the same time each morning.		
I) The Millers feed and care for their infant child.		
J) Mr. Stout gives the children their allowances.		

NOTE: Most of the statements apply only to some not all families. Discuss with the students the idea that families have unique patterns and many different ways of doing the same things.

8. A) Poll the students to find out which television shows they watch that focus on families. Write down the names of the shows on the chalkboard and the number of students in the class that usually watch the show.

   B) Ask students to select one of the shows from the list to use as a basis for answering the following questionnaire:

      1) How many adults and children are regularly included in show episodes? Of these, how many live together in one home?
      2) Are there any children close to your age in the show? Do they live in a similar or different way from the way you do?
      3) What kinds of things does the family do together?
      4) Does the family remind you of your own? In what way?

Have students volunteer to share the answers to the questionnaire. If two students have selected the same show, have them both present their answers and have the class contrast the reactions to the same show.

GOAL I, OBJECTIVE A: The student will be able to identify and describe many types of families according to their composition and life styles.

C) Lead a discussion focusing on the following questions:

1) Does the family life portrayed in the television show seem more glamorous and exciting than your own? Why?
2) Do the members of the family on the television show get along in the same way that members of your family get along?
3) Do you sometimes feel that the family next door would be a better family to live with than your own? Why?
4) Do you think that some of your friends think your family is more exciting or more fun than their own?
5) Do you have an influence on the quality of family life in your home?

9. Design a questionnaire to be used by students in interviewing adults about their families. Students may interview the principal, school clerk, other teachers, neighbors, ministers, etc. The questionnaire may include questions such as the following:

A) What is the size of your present family?
B) Who are the members of your family?
C) What are some of your family's favorite foods?
D) What are two things your family enjoys doing together?
E) Name some places that your family has lived.
F) How many brothers and sisters do you have?
G) What is your position in the family? (Were you the oldest, youngest, middle, or only child?)
H) What things did you and your family enjoy doing together?
I) Name some places that your family lived before you left home.

Explain the questionnaire to the students and discuss proper interview procedures. Practice interviewing by means of role-playing.

10. Tell students that what people think may reflect their life style and that one way to find out how people think is to take a poll. Explain the poll below and ask students to find out what their parents think about the questions.

Sample Questions	Yes	No	No Opinion	Why
1. If children get allowances, should they have to work for them?				
2. Should boys and girls be allowed to wear their hair the way they want?				
3. Are parents always right?				
4. Is it okay for parents to read their children's mail without asking?				
5. Should fathers help with housework?				
6. Should mothers be free to work at jobs outside the home?				

A) Have the students bring the poll results to class. Tally them.

B) Lead a class discussion on the poll results. Consider the following questions.

1) Do all families in your class hold the same views?
2) What reasons do they give for their choices?

11. A) Assign students to seek out the oldest people in their family and interview them. Suggest that students begin with questions such as, "Grandma, what was life like for you when you were my age?" Have students focus their questions on details and anecdotes and not just people or important events. For example:

Where did they live?
What were their homes like?
Is there anything unusual about the clothes they wore?
Did they ever live on a farm?
If so, what animals did they have? What crops did they grow?

Have students write up their interviews and share them in class.

B) Have students locate old trunks and boxes in closets and attics. Emphasize that the contents of these are each family's personal archives and should be considered precious family heirlooms. Ask each student to bring one thing to class to share. Set up a display of these "family heirlooms."

C) Ask students to make a list of ten things they like to do. Then ask them to think back to when they were in kindergarten and check off on their lists the things they liked to do when they were younger. Next ask them to think ahead and check off the things they might like to do when they are 20 years old, 50 years old, and even 80 years old.

Then have students take the exercise home and interview family members about what they liked to do as children. Ask students to share what they learned from their families with the class. This activity helps students see parallels and understand the passage of time in the lives of real people.

D) Give students practice in organizing the information they gather about their families. Give them a copy of the following information, a chart listing all the generations, and have students put the information on the chart.

"My name is Susan Sterling. I was born in 1966 in Richmond, Virginia. My father's name is Sidney Sterling. He was born in 1940 in Baltimore, Maryland. He married my mother in 1960, and her name was Lucy Hall before she was married. She was born in Atlanta, Georgia in 1941. Her father's name was Henry Hall

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and he was born in Houston, Texas, in 1919. He died in 1975 in Atlanta. His wife was Rachel Wilkins. She was born in 1925 in Columbus, Georgia, and is still living. My father's father, Samuel, was born in Boston, Massachusetts, in 1914 and is also still living. He married Linda Palmer in 1937. She was born in Boston in 1912."

Discuss this activity with the class and then have students figure out their own family charts. From these charts they can make family trees.

E) Help students expand their vocabularies by making sure they understand words such as:

genealogy	kin	ancestor
sibling	niece	cousin

F) Have students choose one of the following assignments to complete and share on a voluntary basis:

1) Write 10 questions that you would have liked to ask your great-great-grandmother.

2) Where do you think your grandchildren will live? Write a letter to them telling them what you think they would like to know about your life now.

3) Write a letter to your great-great-great-grandfather telling him what has happened to the family.

NOTE TO THE TEACHER: Alex Haley, author of Roots, says, "Family history moves students because it gives a sense of self, a sense of dignity, a sense of worth, and a sense of being part of." This activity helps students become involved in their own family history.

GOAL I, OBJECTIVE B: The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

Sample Learning Outcomes:

- Be able to describe the part played by various family members in meeting the family's needs for providing and maintaining food, shelter and clothing.
- Discuss how other needs (love, emotional support, recreation, individual learning and growth) are met through a family unit.

ACTIVITIES

1. Write the question, "What are families for?", on the chalkboard.

   Divide the class into small groups to discuss the question on the chalkboard. Ask each group to select a recorder who will write down all of the group's ideas and answers. Allow 15-20 minutes for the discussion. NOTE: The teacher may want to give the class two or three answers to help them begin thinking about the question.

   EXAMPLE: Families are for: taking care of children, loving each other, feeding its members.

   A) Have each group share its answers and ideas with the class. The teacher may write all of the answers on the chalkboard.

   B) Direct students to the class list on the chalkboard, and ask the students if they can think of things listed that could be grouped together. As students group things (family functions and purposes), introduce the following categories or headings for family functions:

      1) teaching
      2) physical protection
      3) emotional protection
      4) fun and recreation

2. Ask students to make a list of some things that they learned from their family. Students may organize their lists in the following manner:

I learned... What?	From whom? Who taught it?
1) How to talk	1) Mother, Father, Older Brother and Sister
2) How to set the table	2) Mother

   A) Have students share their lists with the class. Following the sharing, discuss the commonality of things that families teach.

B) Write the following information on the chalkboard:

FACT - CHILDREN LEARN HOW TO GET ALONG WITH PEOPLE FROM THEIR FAMILIES.

FAMILY MEMBERS	OTHER CHILDREN	ADULTS

C) Lead a class discussion about the things families teach that help children get along with others. Write the students' contributions on the board in the appropriate column.

3. A) Divide the class into small groups. Ask each group to make a group collage depicting the functions or purposes of a family.

   B) Have a group representative present the collage to the class. After each presentation, display the collages in the room for a significant period of time.

4. A) Have the students write ten sentences using the stem, "Love is..." as it relates to their families, such as:

   Love is playing Monopoly on a rainy Sunday afternoon.
   Love is Mom making a special dessert for dinner.
   Love is reading a bedtime story to my little sister.

   B) Ask students to share their sentences in class.

5. A) Ask each member of the class to make a "Love - Family Style" chart like the one below:

LOVE - FAMILY STYLE				
	MOTHER	FATHER	BROTHERS SISTERS	OTHER RELATIVES
Ways I show love to:				
Ways my family shows love to me:				

   B) Talk about the charts in class and ask volunteers to share ways family love is expressed. Emphasize the importance of giving as well as receiving love in the family.

6. Introduce the following activity by telling students that frequently events that happen within a family or needs which a family has can influence the contact that family members have with other members of the community.

GOAL I, OBJECTIVE B: The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

A) Reproduce the following exercise and give each student a copy to complete.

WHO VISITS?

Read about the following families and visitors and match the correct visitor with the correct family. Does the visitor help the family or a family member to meet a need? What kind of need?

FAMILIES

A) The Browns just moved to town.
B) Johnny Jones wants to be a musician.
C) The Smith's can't watch their favorite TV show.
D) Sally White has the mumps and can't go to school.
E) Billy Ellis' four year old sister is having a birthday party.
F) Mr. Mack was just elected Mayor.
G) Mrs. Arthur is waiting to start dinner.
H) The Blacks want to have a swimming party.
I) Mrs. Simon wants to wear new make-up to dinner tonight.
J) Mr. Howe parked his car in the driveway last night. It is not there this morning.

VISITORS

__1) A TV Repairman
__2) Reporters
__3) Swimming Pool Cleaner
__4) A Teacher
__5) Grocery Store Delivery Man
__6) A Friendly Neighbor
__7) A Policeman
__8) A Guitar Teacher
__9) Eight Small Children
__10) The Avon Lady

B) Ask students to select one of the families and to develop a story based upon the description of the family and also the visitor who comes to the family.

C) Ask for volunteers to read their stories. Contrast stories written about the same families.

7. Tell the class they are going to count up all the different kinds of homes the students live in. Begin with the grouping you think will be the most frequent and ask students to raise their hands while you survey those who live in:

A) A house for only one family
B) An apartment building
C) A townhouse
D) A mobile home
E) A room or small apartment
F) A farm
G) A housing unit on a military base
H) A public housing unit

NOTE: Make sure that every child has been counted. Encourage discussion of the different kinds of homes.

GOAL I, OBJECTIVE B: The student will gain increased understanding of the way a family unit can help individual family members in meeting their needs.

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8. (ARITHMETIC, SPELLING) A) Ask students to think of some of their family's favorite things and list five on a piece of paper. Students might include such things as an old desk Mom antiqued, a quilt grandmother made, or something the family saved up for.

   B) Have students play an arithmetic and spelling game - "Add Up Family Favorites" - with their lists of family favorite things. They should write the number of letters in each word. Then give the students four arithmetic signs to write beside the numbers and have them work out the math problem. Give points for each word spelled correctly and for working the problem right. For example:

China Bowl	9
Quilt	X5
Bicycles	+8
Clock	-5
Popcorn Popper	+13
	61

   C) Play additional rounds of "Add Up Family Favorites" by having students list five or more of their family's favorite foods, songs, TV programs, weekend activities, sports, vacation places, books, etc.

9. Divide the class into four or five groups and distribute magazines and large poster boards to each group. Instruct students to find pictures and words and to assemble them in a collage entitled "The Family - What It Needs To Survive And Be Happy." After the groups have completed the collages display them and have students discuss the items that all of the collages included and those items that vary in the collages.

10. A) Ask the students to act as "Family Fact Finders" and conduct research on how families lived in the past. Divide the class into four or five groups and ask each group to pick a time in history that interests them, choosing from the following, or selecting a time of their own:

    1) Cavemen
    2) Africa during the Slave Trade
    3) America before Columbus
    4) Early settlers in the West
    5) Eskimos today
    6) The Dark Ages or the Crusades

    B) After the groups have spent a class period or two looking up their material in the library and in reference books, have each group assign family roles (mother, father, children) and act out for the class some of the special problems the family would have had to face in the time period they studied. Suggest for example that the Caveman father would need to seek a cave for shelter where his family would be safe from saber-toothed tigers. Encourage the groups to add similar dramatic touches to their skits.

11. Ask students to imagine they are inside a time machine that will transport them to the year 2021. Have them write a short description of a day in

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their life during that year including what food, recreation, shelter, education, and transportation would be like.

A) Ask for students to volunteer to read their stories to the class.

B) Ask students if they would enjoy living in the way described in their stories.

C) Ask students to consider how the changes they imagined would influence family life.

D) If interest is demonstrated, have students illustrate (paint, crayon, or other media) their stories.

GOAL I, OBJECTIVE C: The student will be able to describe his responsibilities in the family in relation to those of other family members.

Sample Learning Outcomes:

- Describe the household responsibilities carried by each person in his family who is over two years of age.
- Describe to the class at least three activities which he performs within his family which contribute to helping the household.

ACTIVITIES

1. A) Duplicate a copy of the following exercise for each student to complete.

FAMILY CHORES

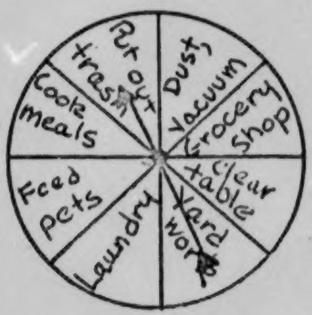
Write the name of the person in your family who does the chores listed below most of the time. Indicate by writing yes or no if you could help with the chore.

CHORES	WHO DOES IT?	COULD YOU HELP?
1) Cooking		
2) Taking out the garbage		
3) Washing dishes		
4) Cleaning the yard		
5) Setting the table		
6) Going to the store		
7) Cleaning the bathroom		
8) Washing the car		
9) Taking care of a younger brother or sister		
10) Taking care of the family pet		

B) Ask the students to analyze their answers to the Family Chores exercise and determine if a family member may need their help. Discuss the need for family cooperation in doing the family chores.

C) Have the students share with the class the chores they are responsible for daily and/or weekly. If there are students who are not responsible for a chore, ask him or her to select a member of the family to help with a chore.

2. Draw the "Family Responsibility" wheel on a large piece of poster board. Fasten an arrow in the center with a brad and have students take turns spinning the arrow. When the arrow stops on a family responsibility, ask the class to discuss whose job they think it is: Mother, Father, Children, Other Relatives.



GOAL I, OBJECTIVE C: The student will be able to describe his responsibilities in the family in relation to those of other family members.

Emphasize to the students that there are no "right" or "wrong" answers - families divide responsibilities in different ways. For example, in the Greene family Father may put out the garbage, while in the Richards family, eleven-year-old John may have the same job.

Add other responsibilities to the wheel or have students name additional ones.

3. A) Illustrate the responsibility that family members have to work together to reach certain goals by having the class make a large mural showing a family activity, such as a family picnic or preparing a garden or yard work in the spring. The mural should show each member of the family contributing something to the success of the activity.

   B) Let the class decide how many members the family in the mural should have and then divide the class into small groups - one group for each family member. Each group should then decide how their member can fulfill his/her personal responsibility for the success of the activity and draw or paint their part of the mural. For example, a family picnic might show various members assuming responsibilities such as: preparing the food, watching younger children, setting the table, gathering wood for the fire, spraying for inspects, building the fire.

   C) Discuss the mural using the questions below:

      1) How do these different kinds of work help the family?
      2) Why is it good for everyone in the family to have a responsibility at the picnic?
      3) What would happen if each family member did not fulfill his responsibility?

4. Divide the class into small groups and distribute copies of the following situations to each group. Have the groups discuss who the responsible family member was in each situation and what alternative ways of dealing with the situations are available to the family members.

Situation 1

Louise has just learned how to make meat loaf in her Home Economics class. She is very pleased when her mother asks her to prepare the meat loaf for dinner that night. However, when Louise comes home from school she realizes that she forgot to defrost the meat that morning. Everyone in the family is away and will not be home until dinner.

Situation 2

Bob just received his driver's license last week and looks for any excuse to drive the family car. His sister has cheerleader's practice this afternoon and he offers to drive her to the field. The car runs out of gas about one mile from the practice field. His sister is furious with him since missing practice will earn her five demerits. Bob does not think it is his fault since he was not the last person to drive the car and thinks it should have had more gas in it when it was brought home.

Situation 3

Tracy lent her mother's sewing machine to their neighbor, Mrs. West, while her mother was at work. That evening mother wants to repair Tracy's skirt and is surprised to discover the machine is missing. Tracy expected Mrs. West to return the machine before her mother came home from work.

Situation 4

Dave is mowing the lawn on Sunday afternoon and jams the blades on a small toy truck that his brother left on the lawn. He is very angry since his brother is supposed to bring in his toys after playing with them. However, he knows that he is supposed to check the lawn for objects before he starts to mow.

5. Read the following story to the class focusing on the importance of trust and discuss the questions included.

"THE SKATEBOARD CONTEST"

by Pamela J. Barr

Erica walked into the cafeteria with her friend, Kelley, and wondered if they would be having hot dogs or macaroni for lunch that Tuesday. She looked over to the bulletin board to check the menu and noticed that right next to it was the sign-up sheet for the annual skateboard contest. "Look!" she said with her voice becoming very excited, "they're having another contest this year! I've got to be in this one."

Kelley turned her head toward the board and said in her usual practical way, "How can you be in a skateboard contest when you don't have a skateboard anymore? Didn't you say your folks took your skateboard away after you messed up your knee doing fancy stunts?"

Erica hardly heard what Kelley had said since she was already moving towards the sign-up sheet with a pencil in her hand. She wrote her name in big bold letters, ERICA WILLIAMS, and sauntered back to her friend. "Let's go get some lunch, I'm starved," she said.

Kelley shook her head as they both picked up their trays and walked to the cafeteria line. "What are you going to do, Erica?" she asked in a way that reminded Erica of her Aunt Lucy, who was no fun at all. Erica winked at Kelley and said, "You'll see."

All through lunch and the rest of her classes that afternoon Erica thought about how she could get a skateboard by the following Saturday. "Not just any crummy skateboard either," she thought, "it has to be a C&S Fibreflex skateboard that will help me win this race." All of a sudden in math class Erica said out loud, "I've got it!"

Miss Anderson looked up and said, "Erica, have you already solved this problem?"

"No, Miss Anderson, I'm working on it though," replied Erica and put her nose back into her math text.

That evening after dinner when Erica and her brother Mike were doing their homework Erica turned to her brother and said, "Say Mike, are you going to be around this Saturday?"

Mike looked up and thought for a moment. "Nope, I'm going on a hiking trip with my troop." He could tell that Erica had another scheme in mind from the look at her face, and he quickly turned back to his homework.

"Say Mike, how would you like me to deliver your newspapers for you on Saturday night and Sunday morning while you're away?"

Mike looked up again and asked, "What is it this time, Erica?"

"Why, Mike, don't you trust me?" asked Erica. Then she took a deep breathe and said in her most innocent voice, "I just like to help out people in my family, and maybe then you would help me and let me borrow your skateboard while your away."

"Ah-ha," said Mike. "I know there was a catch."

"Okay," said Erica, "it was just a trade I thought we could arrange. Never mind."

Mike looked at his little sister who had a scowl on her face and had suddenly become very interested in her homework. "Say Erica, didn't Mom and Dad say no more skateboarding after you hurt your knee?"

"Yes," she replied, "but I only wanted to practice my turns, nothing fancy this time!"

"Well, let me think about it," answered Mike. Finally just before they went to sleep that night Mike agreed to lend Erica his skateboard. "Now remember," he said in a brotherly way, "no fancy stuff."

The next day at school Mike was in the locker room getting ready for gym class. His friend Larry, who had the locker right next to him, said, "Say, I heard your sister plans to be in the skateboard contest this Saturday. She's really dynamite."

Mike looked up in surprise and said, "Where did you hear that?"

"Oh, my kid brother signed up right after she did yesterday in the cafeteria," answered Larry.

Mike nodded his head slowly and muttered, "I think Erica and I will talk about this tonight."

GOAL I, OBJECTIVE C: The student will be able to describe his responsibilities in the family in relation to those of other family members.

Discussion Questions:

1) How do you think Mike felt when he realized that Erica had not told the truth?
2) Why do you think it was so important to Erica to be in the contest?
3) What do you think of Erica's parents' decision not to allow her to use her skateboard after she injured her knee?
4) Have your parents ever made a decision affecting you that made you unhappy? Was it similar to Erica's situation?
5) Does Mike have a responsibility to tell his parents what Erica did?
6) What would you do if you were Mike?
7) What would you do if you were Erica?
8) What does it mean when people say, "I'm doing this for your own good."?

GOAL I, OBJECTIVE D: The student will be able to discuss factors which affect family harmony and conflict and will gain experience in methods of conflict resolution.

Sample Learning Outcomes:

- Describe family situations (both harmonious and strained) which he has observed in his own family, and identify reasons for harmony or conflict.

- Given a description of a specific conflict situation, or using a situation which the student has identified as producing conflict, state alternative methods which his family could use to deal with the situation.

ACTIVITIES

1. (INTRODUCTORY ACTIVITY) A) Introduce activities under this objective by commenting that even in the happiest families there are situations where disagreements arise. Why do the students think this happens? Try to have the discussion bring out the differences in age, needs, personal tastes and individual desires are all reasons that disagreements can occur. It will be useful to bring out that fussing can sometimes become a habit, and that breaking the habit of fussing, whether it is between siblings or between parents, can make everyone in the family happier.

   B) Ask the students to try to remember a time when the grownups in their family had a disagreement. Ask them to close their eyes and remember for a few minutes how the argument made them feel. Then ask them to call out to you words or phrases which tell how they felt, or that describe what they wanted to do (felt scared, afraid, sad, felt like crying, wanted to hug them, felt like asking them not to fight). List these words and phrases on the chalkboard as they are called out.

   C) Discuss the point that parents often have those same feelings when they hear children quarreling. Explain that the next few activities will show them ways to make things better in their family when a conflict arises.

2. Ask students to think back over the past week or so and recall some situations that they had been in that resulted in conflict between themselves and a member of the family. After students have had time to recall some situations, ask them to respond in writing to the following:

   A) Describe one of these conflicts in one or two sentences.
   B) From your view point, what caused the conflict?
   C) What do you think the other person involved believes caused the conflict?
   D) What do you think was accomplished?
   E) What do you think the other person believes was accomplished?
   F) If the same situation came up again, what would you do differently?
   G) What would you hope to accomplish this time?

Have volunteers share their responses with the class. After the sharing session, point out that there are many ways to resolve family conflicts and that different people use different methods of coping with conflict. (Avoid making value judgments about methods or conflicts shared by students).

NOTE: Younger students may be asked to respond orally to A, B, and E.

3. Duplicate the following techniques for solving family conflicts and give a copy to each student:

RESOLVING FAMILY CONFLICT

A) Identify the problem.

    1) What caused the conflict?
    2) Who is involved in the conflict?
    3) What does each person want?
    4) How does each person feel now? Angry? Sad? Disappointed?

B) Consider some possible solutions.

    1) What would happen if you get what you want?
    2) What would happen if the other people get what they want?
    3) Is there a way for all those involved to be happy?

C) Discuss possible solutions with the other people involved.

    1) Share your ideas about what would make everyone involved happy.
    2) Ask the others involved for their ideas.
    3) Try to find one solution that is best for all concerned.

D) Face the fact that at the time no solution may be satisfactory to everyone concerned. If so:

Allow time for all involved to think of other solutions.
Seek advice from others who may be helpful.

Discuss the techniques with the class. Use a conflict situation to illustrate the techniques.

4. Divide the class into four groups. Assign each group one of the following situations to resolve, using techniques from the preceding activity.

Situation 1

Eleven year old Shirley shares a room with her nine year old sister Anne. Shirley has decorated the room with posters and record covers of her favorite rock singers. Anne does not like Shirley's singers and has taken Shirley's posters and record covers down from the wall. She wants to decorate the room with her doll collection. Shirley doesn't like the doll collection. Both girls are upset.

Situation 2

The Dodge family is planning a Sunday outing. Mrs. Dodge wants to go to the museum; Mr. Dodge wants to go fishing; Jane and Tim want to have a picnic and hike at the State Park. Mr. Dodge calls a family meeting to decide where the family will go.

Situation 3

Grandfather has given Pete and Susan some money to spend as they wish. He gave Pete, who is 11, three dollars and Susan, who is 9, two dollars. Pete plans to spend his three dollars to buy a model car. Susan wants to buy a Barbie doll outfit that costs $2.50. She thinks it would be fair for Pete to give her 50¢ of his money so that they will have the same amount of money to spend. Pete disagrees.

Situation 4

Billy agreed to rake the leaves from the front yard today. He spent most of the morning working on his bike and playing with his friends. Timmy called at noon and invited him to go to the baseball game that afternoon. When he asked his father for permission to go to the game, his father said not until the leaves have been raked. Billy is upset and begins to argue with his father because he does not have time to rake the leaves and get ready before Timmy comes to pick him up.

Have each group role-play the situation and solution. Follow each role-play with class discussion.

5. Share with the students the idea that although brothers and sisters often care about each other, frequently they have very different ideas about possessions, chores and privileges which result in quarrels and fights. Then lead a class discussion of the following questions.

   A) How do you and your brothers and sisters solve problems that occur?
   B) What causes trouble between you and your brothers and sisters?
   C) Do you want to really hurt your brother or sister when you fight with them?
   D) What do you enjoy doing with your brothers and sisters?
   E) Who causes the most problems for you - your oldest, middle or youngest brother or sister? Why?
   F) Do your brothers and sisters know that you love them? How?
   G) What can you do to eliminate some of the quarrels that you and your brothers and sisters have?

NOTE: The child who is an only child can relate these questions to friends.

Summarize discussion by pointing out that:

1) Some friction and disagreement among brothers and sisters is natural, because each person has different feelings about things.
2) Even when brothers and sisters love each other, they will not always agree.
3) Sometimes disagreements help us learn what our brothers and sisters like and do not like.
4) When we fight and quarrel with our brothers and sisters all the time, we should try to take some steps to restore peace and harmony.
5) We should show our brothers and sisters that we love them.
6) All disagreements do not have to be solved by fighting and arguing.

Have students make drawings showing examples of family harmony and conflict to be shared with the class.

NOTE TO THE TEACHER: You will find under Goal III, C, a detailed discussion of the filmstrip, "Brothers, Sisters, Feelings and You." It explores the elements of sibling rivalry and shows students how they can learn to cope in positive ways with the feelings it involves.

6. Read the following situations to the class. To aid students in identifying some ways that conflicts can be resolved, discuss the questions that follow each situation. List each method of conflict resolution as it is identified.

A) At the beginning of the summer Jimmy and Sally are given a beach ball and told by their parents to share it. At first Jimmy and Sally are able to come to a happy arrangement about sharing the beach ball. The day comes when Jimmy and his friends want to use it to play basketball, but Sally and her friends want to play with it in the pool. Jimmy and Sally quarrel. Mother is called upon to settle the dispute. She decides to let each child play with it for half an hour.

QUESTIONS

1) Why did Jimmy and Sally obey Mother?
2) Could Mother have settled the dispute in any other way?
3) Do you think Mother's solution was a good one? Why?

NOTE: As a result of discussing the situation the students should be able to cite an example from their own experience in which a parent used his authority to resolve a conflict.

B) Barry has decided to keep an ant farm. His parents give their permission, as long as he agrees to keep it on the back porch. One night it becomes cold, and Barry, afraid that his ants will freeze, brings them into his room. Some of the ants escape from their glass cage, and soon there are ants all over the house. Barry's parents are angry and scold him. When he sees what has happened, he apologizes and promises that the next time it gets cold he will put the ants in the garage.

QUESTIONS

1) What caused the conflict?
2) How did Barry's action harm the family?
3) How was this conflict resolved?
4) Do you think this is a good way to resolve a conflict?

C) Bobby and Charlie are having an argument about which one is better at shooting marbles. They agree to settle their dispute by a game - loser acknowledges that winner is better.

QUESTIONS

1) How did Bobby and Charlie resolve their dispute?
2) What is the result of this competition?

D) Jimmy has a new baby sister. Before she was born, Jimmy's parents gave all of their time to him; now they must give some time to the new baby. Jimmy resents this and resents his little sister because of it. One day when she is sleeping, Jimmy goes into her room and pinches her. The baby begins to cry.

QUESTIONS

1) Between whom is the conflict in this story?
2) Why did this conflict arise?

NOTE: As a result of discussing this situation the students should be able to list other situations in which conflicts arise because a person does not think clearly.

E) Allen needs some books from the library for his science project. His father says he will drive him to the library if Allen will go right away. Otherwise, Allen will have to walk to the library tomorrow after school and will miss baseball practice. Allen is watching a TV program and wants to see how it turns out.

QUESTIONS

1) What will happen if Allen goes to the library with his father right away?
2) What will happen if Allen does not go to the library with his father?
3) What is the best solution for Allen? Why?

NOTE: Point out that Allen must consider the consequences of his actions to resolve this conflict.

F) A rule at the Cummings' home is that the children must be in bed by 9:00 on school nights. Ned Cummings says he will not go to bed at 9:00 tonight because he wants to watch TV.

GOAL I, OBJECTIVE D: The student will be able to discuss factors which affect family harmony and conflict and will gain experience in methods of conflict resolution.

QUESTIONS

1) What caused this conflict?
2) How can this conflict be resolved?

7. A) Divide the class into small groups. Ask each group to pretend that they are editors who must solve the following problems and then write answers to each letter.

"LETTERS TO THE EDITOR"

Letter #1 - Dear Editor,

I have a younger brother. He sticks to me like bubble gum. He wants to do everything I do -- even wear my clothes. Of course, he gets my outgrown stuff. But sometimes he wants things before I've finished with them. How can I handle this hand-me-down hound?

Big Brother Bert

Letter #2 - Dear Editor,

My younger sister bothers everything I own. I have asked her not to touch my things a hundred times. Yesterday she scratched my new record. How can I make her keep her hands off of my things?

Mad Sister

Letter #3 - Dear Editor,

My oldest brother will not let me play with him and his friends. He will play with me until they come around and then he tells me to get lost. What can I do?

Lonely Hal

Letter #4 - Dear Editor,

I share a room with my sister. We are both responsible for keeping it clean. My sister is a slob and will not put her things away. My mom gets angry when the room is not neat. She made both of us stay inside yesterday after school because the room was messy. I don't want to stay in because of the slob. What should I do to avoid being punished for her mess?

Neat Nancy

GOAL I, OBJECTIVE D: The student will be able to discuss factors which affect family harmony and conflict and will gain experience in methods of conflict resolution.

Letter #5 - Dear Editor,

I have four sisters and two brothers. My folks will only let us watch television after dinner until 9:00. We also fight about what channel we should watch. My dad and mom have just made a new rule - when we fight about the TV, they will turn it off until the next evening. My dad says he can't buy another TV set. I like TV. How can we avoid the fights?

Battling Barry

B) Have each group read their letters to the class. After each group has read the letters, discuss other ways the conflicts can be resolved or avoided.

8. Read the short story below to the class.

Mr. Bod puts on his coat. He kisses his wife and children. "Well, I'm off in a cloud of foo foo dust," he says and leaves for the day.

The rest of the family breaks into laughter. Mr. Bod says this every morning, but it always makes his family laugh. It is a Bod family joke.

Ask students to think of things that make their family laugh. It could be a certain joke, song, word, TV ad, a record, nickname, someone's silly mistake, your baby brother, a favorite comic strip, or the way their family does the laundry.

Then have the students draw a funny picture or make up a silly saying designed to make their family laugh. Ask students to show the picture or saying to their family and let the class know if they laughed.

GOAL II: To enhance every student's concept of himself as a worthwhile person.

Instructional Objectives:

A. The student will begin to understand how he feels about himself.

B. The student will recognize how his behavior affects the feelings of others, and how their actions affect his own feelings.

C. The student will begin to assess his own strengths.

GOAL II

NOTES TO THE TEACHER:

In the introductory section, "To The Teacher," it was pointed out that your handling of behavior problems as they arise in the classroom will have a great effect on the way students feel about themselves and others. The objectives of this goal are designed to create a situation where everyone wins: the child will gain confidence in himself, and as his behavior improves with his growing sense of worth, your classroom problems will begin to diminish.

We strongly recommend that, if time permits, you review the writings of Dr. Rudolf Dreikurs[1] before using the activities under this Goal. Dreikurs' concepts have also been adapted and summarized in the literature about Parent Effectiveness Training and Systematic Training for Effective Parenting (STEP).[2] Any of these sources will acquaint you with what Dreikurs refers to as the "goals of misbehavior." He suggests that children misbehave for one of four reasons:

- they seek attention
- they seek power or control
- the seek revenge for their feelings of being unloved
- they feel deeply inadequate, and as a result are passive and unresponsive.

Dinkmeyer and McKay have discussed the goals of misbehavior in their Parent's Handbook on Systematic Training for Effective Parenting. Relevant excerpts from their handbook follow.

> ". Attention. The desire for attention is almost universal in young children. Children prefer to gain attention in useful ways; but if they can't get it that way, they seek attention in useless ways. Children who hold the conviction that they can belong only if they are receiving attention prefer negative attention to being ignored... To help attention-seeking children, we must change our responses to show them that they can achieve significance through useful contributions rather than through useless bids for attention or service. We must focus on their constructive behavior; we must...pay attention to it (misbehavior) in ways they don't expect.
>
> The appropriate way to give attention is to give it when it is not expected.
>
> . Power. Power-seeking children feel they are significant only when they are boss. They seek to do only what they want....As a rule when dealing with power-seeking children, adults must refrain from getting angry and must disengage themselves from the power struggle. Using power tactics to counter children's bids for power only impresses them with the value of power and increases their desire for it.

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[1] Children: The Challenge and Logical Consequences are especially recommended. Both are published by Hawthorne Books.

[2] Dinkmeyer, op. cit., pp. 9-12.

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> . Revenge. Children who pursue revenge are convinced that they are not lovable; that they are signficant only when they are able to hurt others as they believe they have been hurt. They find a place by being cruel and disliked....(Teachers) need to realize that the child's revengeful behavior stems from discouragement.... As difficult as it will be, they must improve their relationship with the child by remaining calm and showing good will.
>
> . Display of inadequacy. Children who display inadequacy, or disability, are extremely discouraged. Since they have given up hope of succeeding, they attempt to keep others from expecting anything of them, either....To help a child who feels inadequate... eliminate all criticism, and focus, instead, on the child's assets and strengths...encourage any effort to improve, no matter how small it seems."

As you begin to recognize which form of misbehavior is being demonstrated, and you can surmise the motivation, you will increase your ability to respond to the child in a way that does not reward his undesirable conduct, and that recognizes the importance of his finding an acceptable way of meeting his needs.

Equally important to the teaching climate of your classroom is the kind of preventive approach which focuses on positive actions and which rewards constructive and responsible conduct by the children. When you "accent the positive," you foster better behavior, increase the child's good feelings about himself, and make your own work easier by reducing the negative behavior.

Dinkmeyer's suggestions for parents to build positive relationships with children can be applied equally to teachers in relation to their students. He urges mutual respect ("Problems between human beings of any age are usually the result of a lack of mutual respect....A good way to start is to minimize your negative talk."). He urges taking time for fun. He stresses that children need frequent encouragement, and points out that encouragement "essentially involves minimizing the importance of children's mistakes while recognizing their assets and strengths."[1] Finally, he notes that children need to feel loved in order to feel secure, and suggests that affection for children can be expressed through our body language--smiles, pats, perhaps even a hug.

Inherent in what Dinkmeyer writes is a concern for fostering a child's positive self-concept. Much has been written about the theory of self-concept. Theory is helpful, but the heart of the matter is what each of us can do about students' self-concepts. Five principles implicit in the guide are summarized below:

1. It is possible to change self-concepts, and it is possible for teachers to effect the changes either way,--both positively and negatively.

   Many of us teach because we had a teacher or two who really had a significant impact on us. The impact was related to our self-concept. The teacher somehow communicated a sense of caring and a sense of our own personal worth. On the other hand, many of us have also experienced a teacher who humiliated us or our classmates through sarcasm and ridicule. These teachers make learning a negative experience. Teachers can and do affect pupil's self-concepts every day. You have a choice over what kind of effect you will have.

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[1] Dinkmeyer, op. cit, p. 33.

2. It isn't easy. Change takes place slowly, over a period of time.

   This is not written to discourage you, obviously, but simply to caution you not to expect sudden and dramatic changes in the way a child feels about himself. Self-concept builds the same way muscles do: slowly, and often imperceptibly at first.

3. Efforts that aim at more central beliefs have greater impact on the student even though they are harder to change.

   Our society puts very heavy emphasis on academic ability. If you can help the child see himself as capable of learning you are dealing with a central belief. If you help a mischievous boy see himself as kind and helpful, or a doubting girl see herself as intelligent and attractive, you've made a significant difference in the life of the person. When you can help a slow learner feel acceptance by recognizing his aptitude for sticking to tedious or repetitious tasks, you have helped him feel better about himself.

4. Peripheral experiences are helpful.

   Many successes are required to help a person feel better about himself in a basic sense. The development of talents is important, for example. Almost anything you do, from calling a student by his name to complimenting him on his new shoes, can be useful in helping to create a sense of self-worth.

5. Relating successes or strengths to one another is important.

   You can strengthen the impact of any enhancing experience by relating it to others the student has had. For example, when a child produces a good piece of art work, you can say, "I really like your picture, Harold. The things you learned last week about how to combine colors are showing up in your work. That shows me you understand what we were studying."

GOAL II, OBJECTIVE A: The student will begin to understand how he feels about himself.

Sample Learning Outcomes:

- Be able to identify aspects of himself which he would like to improve.
- Be able to identify at least two ways in which his appearance has been the result of inherited family traits.
- Be able to suggest at least one aspect of his personality or temperament which could be the result of heredity.

ACTIVITIES

1. NOTE TO THE TEACHER: This is an excellent activity for the beginning of the school year.

Make a large calendar for the month of September on the first few weeks of school. There should be at least as many school days on the calendar as there are students in the class. Ask each student to sign up for a day on the calendar. On his/her assigned day, the student is to draw or paste on the calendar a symbol or picture of something that is meaningful to him. This can represent something he likes, dislikes, is concerned about, etc. Ask each student to explain his symbol or picture to the class and tell why it is meaningful to him.

2. A) Suggest that students take a few minutes to think about how they would illustrate a collage called All About Me. They may want to include pictures or words for their favorite foods, places, pets they have, objects important to them, and things they like to do. Distribute to students a large sheet of poster board paper and have available many magazines for students to use.

B) After the students have constructed their collages, display them in the classroom. Allow time for students to guess who made each collage. Compare the collages for similarities and differences. Point out that each collage is unique, just as each member of the class is unique.

3. A) Provide colored construction paper, poster board, etc., for the students to make "Yea!" and "Boo!" banners. Discuss with the class how an individual's likes and dislikes are an important part of his personality. Then have each student make his own "Yea!" banner with his own likes and preferences written or illustrated on it, and a "Boo!" banner for the things he dislikes.

B) Have the class parade around the room, cafeteria or playground with their banners, and then post them on display. Encourage the students to read each other's banners and be aware of the likes and dislikes of others in the class. Also, emphasize that there are no right or wrong answers, and that it is to be expected that what appears on one "Yea!" banner may be on someone else's "Boo!" banner.

4. A) Have each student in the class make a self-portrait. They may be done humorously if students wish. Provide a variety of media for students to select from, including colored pencils, chalk, ink, charcoal, crayons, pastels, water colors or temperas.

NOTE: As the students are preparing their portraits, you may wish to build on that activity with the following additions. Recognize that some of the

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children may not be satisfied with their first effort at a portrait, and make it clear that they may use free class time or work at home to create a better portrait of themselves if they wish. You can initiate the portrait-drawing exercise by beginning with yourself, sketching or painting your portrait while the students watch. As you are working, make the following observations in a casual way:

- We all like to think we look nice, and it's really hard to draw ourselves so the drawing looks as nice as we would like.
- Sometimes people make funny drawings of themselves. Why would people poke fun at themselves in their portraits?
- Even a photograph does not always look like a person. A person's appearance is always changing. We should not feel too bad if our drawings are not as flattering as we would like.

B) After completion of the self-portraits collect them and keep them in a place where they will not become damaged. Make a large sign for the classroom door saying "Today is ________ Day." Each student in the room puts his name on a card which fits into the slot on the sign. Each student will have a turn to have his name on the sign with his self-portrait posted beneath it. On "his" day the student is allowed to do all the classroom chores and classmates are encouraged to do all they can to make the chosen student's day a good one.

5. Ask the students to bring in a snapshot of their whole family together. Make a bulletin board mounting these pictures but tape a small circle over the face of the student in each of the pictures. Take each student's snapshot in turn and have the class guess to which family he or she belongs. Explain to the students that children tend to look similar to but not exactly like other member of their family.

6. A) Read and discuss the following on heredity with the class.

The way we look, the shape of our face, the color of our hair, the color of our skin and eyes, our size are all things that we have inherited from our parents. Parents pass on traits to their children. Did you ever notice that animals usually look a lot like their parents? A baby elephant will look like its parents. A baby bear will, too. Just like animals human babies look something like their parents, but they do not look exactly alike. Do you look just like your mother or father? Probably not. More likely you look a bit like both of them. You may have curly hair like your father and be small like your mother. You may have freckles like your mother or a nose like your father. You may also look a little like your grandparents because they passed some of their traits on to your parents and your parents passed them on to you. A little girl may have red hair even if neither of her parents has red hair. But one of her grandparents might have hair that color.

GOAL II, OBJECTIVE A: The student will begin to understand how he feels about himself.

Other things besides the way we look are passed on as traits from our parents and grandparents. For example, having an allergy to certain flowers or dust or animals may be inherited. If you are allergic to something try to find out if one of your parents or grandparents has an allergy too.

The choice of which hand you write with may be inherited, also. Your mother may be right-handed and your father may be left-handed. You could be right-handed like your mother or left-handed like your father. All the traits that are passed on from parents to children are called their heredity.

People in a family do not inherit the same traits exactly. That is why your brother or sister does not look exactly like you. Probably you and your brothers and sisters look a little alike. If you look at your family you may find that everybody has brown hair or everyone has blue eyes.

It is fun to find out which traits of your parents and grandparents you have inherited. When we do this we find that we and our parents and grandparents are alike in some ways and different in other ways.

B) Have the students make a list at home of ways that they resemble their parents and grandparents by using the following chart.

TRAITS THAT ARE INHERITED	MY MOTHER'S DADDY HAS OR IS	MY FATHER'S DADDY HAS OR IS	MY MOTHER'S MOTHER HAS OR IS	MY FATHER'S MOTHER HAS OR IS	I HAVE OR AM	MY BROTHER HAS OR IS	MY SISTER HAS OR IS
HAIR COLOR							
EYE COLOR							
CURLY OR STRAIGHT HAIR							
RIGHT-HANDED OR LEFT-HANDED							
HAS AN ALLERGY							
COLOR OF SKIN							

I have hair color like _________.
I have eye color like _________.
I have an allergy like _________.
I have skin like _______________.
I use the same hand as _________.
My parents say I have also inherited these things:
____________________from____________________.
____________________from____________________.
____________________from____________________.

GOAL II, OBJECTIVE A: The student will begin to understand how he feels about himself.

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7. Have regular "Sharing Sessions" by forming small groups and asking students to share something about themselves. They may choose whatever they wish to share or the group can focus on a particular topic. Some suggested topics are listed below and students can add others.

TOPICS FOR SHARING SESSIONS

A Funny Thing Happened To Me
My Favorite Possession
My First Name - Would I Change It?
The Silliest Thing I've Done
Favorite TV Shows
Necessary Ingredients For Friendship
How School Could Be Better
My Favorite Book
Famous Parents I Would Choose

8. Write the quotation below by the Reverend Jesse Jackson on the chalkboard:

> "I am somebody! I may be poor--
> but I am somebody! I may be in
> prison--but I am somebody! I
> may be uneducated--but I am
> somebody!"

Also write a phrase similar to:

> "I may not have finished my
> homework--but I am somebody!"

Discuss with the class the meaning of these statements and have each student write five statements about himself/herself ending in "...but I am somebody!" Emphasize that the personal statements are private and do not have to be shared unless students choose to do so. If students want to share, give them the opportunity to read and discuss their "...but I am somebody!" statements.

9. A) Provide a list of descriptive words on the chalkboard, using the suggested list below or other words which are appropriate for your class's grade level.

friendly
mean
mischievous
happy
smiling
sassy
gullible

grouchy
troublesome
generous
selfish
complaining
polite
dependable

unhelpful
peppy
lazy
hateful
dishonest
honest
extravagant

cheerful
sneaky
teasing
helpful
lively
intelligent
bashful

B) Tell the students that they are to imagine they are going to a strange city where they are to be met at the airport by someone they do not know. They can be identified only by their code-words, so they must choose the code-words carefully. Each student should pick the eight words which he feels describe him most accurately. They are permitted to add other descriptors if the ones they need are not on the chalkboard.

C) After the students have made their secret list of eight words, discuss whether part of their code made them uneasy or sorry to be seen that way. Do they wish that they could rewrite some parts of their code? Ask each child to write the one word from his code which he would most like to change, but no names should be signed on the slips of paper. Collect these words, and if there are a number which are similar, you will have the basis for a further discussion at another time.

D) Ask if anyone had two words which were almost opposites, such as "generous" and "selfish." Discuss how we can be both ways at times, and that most of us are not all one way or the other.

10. A) Distribute 5X7" index cards to each student in the class. Instruct students to write down the ten words that best represent them (words can include personal attributes, hobbies, interests or possessions associated with the person).

B) After students have filled in the cards, collect them. Read cards randomly to the class and have students guess who is being described. If the class cannot guess the person described from the words on the card, the teacher may add additional clues to help identify the student being described.

11. A) Instruct students to examine the following list of personal attributes:

adventurous
creative
responsible
competitive
intelligent
ambitious
helpful
self-controlled
considerate
independent

B) Encourage students to add other attributes to the list that they consider important.

C) After expanding the list, ask students to pretend that they could select any one of the traits and that within a short period of time they would develop superior strength in that particular trait. Ask the students to write down which trait they would select first, second or third. Also have students write down the three traits they are least concerned with.

D) Ask volunteers to read their choices and discuss reasons for their selection.

12. A) Use the "If..." Game as a bonus to the class when they have been especially cooperative and you would like a constructive and entertaining break. They will often have funny and ridiculous answers, so be prepared for

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a certain amount of noise and confusion. Prepare charts like the one below and distribute to the students. Ask them to work in pairs in filling in the charts. The students take turns acting as recorder for their partner's answers.

	THE "IF..." GAME	
If I could be a... for a day,	I'd be a...	Because...
Vegetable		
Dessert		
Animal		
Song		
Color		
Toy		

B) Tell the students to dictate answers to their recorders which they think express how they look at things. Offer one or two suggestions to get them started. For example:

- If I could be a vegetable for a day, I'd be parsley because it would be funny to have green hair.
- If I could be an animal for a day, I'd be a giraffe because then I could see over the fence into the ball park.

C) When the charts are completed, ask the students to exchange the completed forms so that every student has the answers his partner recorded. Pick one category and let the class share their answers on it, but save the rest for future use. Ask the students to keep their charts in a safe place. You can use them as a pleasant break in classroom routine during the next few days by taking up one category at a time and letting the students take turns reading their answers. Be sure you have included your own.

GOAL II, OBJECTIVE B: The student will recognize how his behavior affects the feelings of others, and how their actions affect his own feelings.

Sample Learning Outcomes:

- Be able to discuss how it affects his own feelings when he acts friendly or unfriendly, and how it seems to make others feel.
- Be able to discuss the kinds of reactions from others which make him feel good, and the kinds of reactions which are not helpful to him.

ACTIVITIES

1. A) Come to class wearing a tag with the letters IALAC (pronounced I-ah-lack) written on it. Do not tell the students what the letters stand for until you are ready to introduce the filmstrip, "The IALAC Story." Then explain to the students:

> IALAC stands for, "I am lovable and capable." Everyone wears an invisible IALAC sign all the time. The sign is really a person's self-concept - how he feels about himself. The size of the sign is greatly affected by what others say and do to a person. For example, if Susan makes a mistake in math and the other kids laugh, a piece of her IALAC sign is destroyed. If her mother calls her "lazy" for not making her bed, then another piece of Susan's IALAC sign is torn off. At the end of the day, Susan's sign may be almost completely destroyed and she may not feel good about herself at all.

B) Show the filmstrip (see bibliography) and discuss the following points:

1) How has your IALAC sign been torn in the past few days? What have you done to others that ripped off parts of their signs? How does it feel when someone tears your sign? When you tear others' IALAC signs how do you feel?

2) Do you think that people make other types of tags or labels for themselves? For example: "I Am Honest" or "I Am Trustworthy." Can these labels be torn or added to? Can people come to identify one another by the types of labels that they wear?

Why it is important to feel that you can contribute something worthwhile? Are we the end result of centuries of civilization, or are we part of mankind's continued progress, contributing to a new and more worthwhile society and civilization? On your own, make a list of the last few times that you contributed something worthwhile to a class or club activity. Why did you bother to take the time to contribute? What was gained for both you and the club or class as a result of your having contributed?

3) People tear your IALAC sign when they ignore you. You are also tearing someone else's IALAC sign when you ignore them. What does it feel like to be ignored, to be treated as though you were not even there? If you ignore others, they may begin to ignore you. Would you want this to happen?

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4) Write a short story about what you think it would be like to live in a small town where everyone ignored everybody else. What do you think life in that town would be like? Can you afford to ignore some people?

5) When someone is pleasant or takes personal interest in you, it gives you a lift and helps "patch-up" your IALAC sign. In private, make a list of the last few times that you paid someone a sincere compliment or genuine praise for what they had accomplished over the past few days. Then, make a list of the people you have put-down, even jokingly, over the past few days. What might this indicate about your sense of contributing to the well-being of others?

6) A little piece of your IALAC sign is torn off each time someone is nasty or unfriendly to you. By the end of the day that happy and capable feeling is usually a bit tattered. What kind of advice would you give someone who felt depressed and worthless at the end of the day because people had been unfriendly to him?

7) What is the difference between putting someone down as a joke and putting-down someone because you truly dislike them? Is any kind of put-down funny? How does the person who is being put-down feel?

One form of put-down is the turn-down, "don't tell me your troubles," or "stop being so nosy." These types of put-downs plainly indicate that the person does not want to be bothered with another's problems. Are you willing to help others? Make a list of the last few times that someone wanted to tell you their problems or ask for your aid. Did you take the time to listen? Why do you suppose that person chose you to confide in? Then make a list of the last few times that someone took time to listen to your troubles. Why did you select that person to confide in? Compare the results of the two lists on your own. Do you think it's important for people to take the time to listen to the troubles of others and help, if they can? Why or why not?

8) Many people do not want to "get involved." They build walls around themselves to keep everything and everyone at a distance. "They don't like me - so I won't like them." It's true, a wall will keep the world from getting in, and such people soon discover that they can not get out. The longer the wall is there, the tougher it becomes to tear it down. Make a list of the advantages of putting up a wall between yourself and others. Then make a list of the disadvantages. Now, compare the two. Which do you think is better? You might want to compare your list with others in the class to see how they feel.

9) We live in a very busy and complicated world. There are all types of activities going on in school, at home, or at work. We all put in long days. Why should you worry about the people who build walls

around themselves? That's their "thing," isn't it? They don't affect your life - or do they? Write a short story or poem on how it would be possible for someone else's "thing" to affect your life. After writing this composition, discuss how it is possible for a person who lives within his own wall to easily tear your IALAC label to shreads.

10) What is the difference between "accidential put-downs" and "deliberate put-downs"?

11) The school braggart enjoys putting people down. It gives him a false sense of superiority. The class clown will put others down for a laugh. But his laughs are always at someone else's expense. Privately, make a list of the people whom you have put-down today. Next to their name write why you put them down. What did you get out of it - a laugh, a sense of superiority, or just "showing-off" in front of others? Also make a list of people who have put you down today. Why do you think they put you down? Are you willing to share your ideas or feelings with a person who is always putting you down?

12) Is there a difference between being praised by a close friend and being praised by a stranger? Can someone who is important to you do more to patch-up your IALAC label than a stranger? Is there a difference between being put-down by a close friend or by a stranger? Does a put-down from a member of your family do more damage than a put-down from a stranger? Why or why not?

13) Write a situation describing how a friendly pat on the back can make people feel better rather than attacking each other with put-downs. The golfer and caddy in the filmstrip is one example. But you might want to try this one:

Keith asks Billy to play baseball with him on Saturday, but Billy does not want to play with him. Write the situation in two ways. First, describe how Billy could respond by putting Keith down in such a way as to tear his IALAC label. How would Keith respond to this? Secondly, describe how Billy could give him a friendly pat on the back, saving his IALAC label, and yet still not play with him.

14) Very often young people will reject words of praise or advice from the ones who care about them most, their parents. "I'm not a child. Don't bother me. I'll work it out for myself." Are you putting your parents down when you reject their advice? How do you think your parents feel? Does your attitude toward your parents speak louder than what you say? Sometimes is it embarrassing to get praise?

15) Why do you think people feel embarrassed when they are asked to express their feelings? Can you easily express your feelings? If so, with whom? When expressing your feelings, are you afraid of being rejected or put-down? When was the last time you told a close friend how you felt?

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16) In your own words describe what being lovable and capable mean to you. You can cite the filmstrip in your explanation.

17) Why is it important to build up another's self-esteem rather than making him feel rejected? How do your actions reflect what your values are?

18) In the filmstrip, Joan, a new student at school, is being put-down. She just can't seem to "fit-in." What advice would you give to Joan if she were a new student at your school? How could Joan "patch-up" her IALAC label? How can the other students help her? Would you help Joan even though your best friends were putting her down?

19) Some people find it necessary to hide their true feelings when being put-down. Do you think people also hide their true feelings when they should give someone a word of praise or recognition? For example, John studies for a math test. You study twice as hard as John for the same test. John got an A while you only got a C. You feel that you worked harder than John and should have gotten a better grade. Would you put-down John out of jealousy ("He got an A because the teacher likes him."), or would you congratulate him? On the other hand, how would you feel if you got an A on the test, and someone accused you of cheating? Would you hide your true feelings? What would you say?

2. Implement an "IALAC Week" by having students wear IALAC signs for a week and tearing off a piece of their signs every time someone says or does something that makes them feel badly about themselves. Take a few minutes at the end of each day to talk about what happened to students' signs during the day. Emphasize ways that other students can enlarge a person's IALAC sign rather than tear it apart.

   Encourage students to try this concept with their families and share with the class what happens.

NOTE TO THE TEACHER: It is important that you also wear an IALAC sign during "IALAC Week." This activity might be expanded on a school-wide basis to include all the students, teachers, and other personnel in the school (custodian, cafeteria staff, principal, nurse, secretary, librarian, etc.).

3. A) Write the following sentence on the chalkboard:

   "No matter what you say or do to me, I'm still a worthwhile person."

   B) Ask students to repeat it several times and think about what it means. Emphasize the importance of positive thoughts about oneself. Tell the students to say this sentence silently to themselves when something negative happens during the day.

   C) The next day ask how many students had a chance to use this thought in an attempt to counteract a negative incident. Discuss whether or not it helped and ask students to share specific incidents with the class.

GOAL II, OBJECTIVE B: The student will recognize how his behavior affects the feelings of others, and how their actions affect his own feelings.

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4. Discuss with the class how easy, with words or gestures, it is to criticize and belittle others. Also discuss that with a little prior thinking the correct choice of words or a small gesture can make someone feel good about himself.

   A) Ask students each to bring in a photograph of himself. For students who are unable to do so, pair into teams and have students make silhouettes of each other. This can be done by having the student stand between a stronger light source and a piece of drawing paper. Quickly trace the shadow with a pencil and then cut it out and mount it on a piece of contrasting colored paper.

   B) Each day post one photograph or silhouette in the room with the student's name next to it. At some time during the day have all other class members write on a sheet next to the photo or silhouette one personality trait that they especially like about the featured person.

   C) Post the photograph or silhouette with comments in a conspicuous place in the classroom. Students may take home their "display" after it has been completed.

5. A) Divide the class into pairs and tell them that each student in the pair is to develop an advertising campaign to advertise or sell the good points of the other student in the pair. They may create a newspaper ad, a TV commercial, billboard, etc. Give students ample time for planning what kind of campaign they will design. Have several students each day display the results of their work and share them with the class.

NOTE TO THE TEACHER: Provide magazines, newspapers, etc., so students may research ideas for their advertising campaigns. This activity is an excellent opportunity for students to learn more about each other and become aware of the positive attributes of their classmates. It also enhances each student's self-concept through the advertisement designed by his teammate.

   B) After students have developed advertisements and commercials to sell themselves, divide the class into four or five small groups. Randomly select one student in the group and assign the remaining students in the group the task of developing an ad or commercial selling the identified person. The identified person may participate in developing the ad, commercial or slogan, if he wishes.

   C) After the groups have completed their project, have the groups present their finished sales pitch to the entire class.

   D) If class interest exists, the groups may be formed again and other students may be randomly selected to repeat the activity.

GOAL II, OBJECTIVE B: The student will recognize how his behavior affects the feelings of others, and how their actions affect his own feelings.

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6. NOTE TO THE TEACHER: The following activity is appropriate for Valentine's Day and might be staggered over several days so students do not become bored.

   A) Divide the class into small groups and give each student a number of paper hearts - one for each member of the group excluding himself/herself. Have students write each group member's name and something positive about him/her on an individual heart. Provide envelopes or small paper folders for each student and have group members put their hearts in the appropriate envelopes.

   B) Ask the group to choose a student and then read him/her all the positive statements written on the hearts by the group. Make sure each student has the opportunity to be the focus person. Discuss with the class:

      1) How did it feel to say positive things about the others in your group?
      2) How did it feel to hear the positive statements made about you?

7. A) Read the following story to the class:

"THE BOY WITH A HOLE IN HIS SHOE"

by Ryal J. Wilson

Melvin Johnson, age ten, was one of six children who lived with their mother and father in a small Mid-Western town. Melvin's father worked at the steel mill and his mother worked part-time as a cook in addition to being a full-time housewife. Melvin's parents were very conscious of the importance of an education and always tried to provide the best for their children.

One day when Melvin was playing he overheard some men talking about the big layoff at the steel mill. Melvin did not know just what was meant by "layoff" but he sure hoped his father would not be one of the many men laid off. That evening at dinner, Melvin's father told the family the bad news that he was laid off because of the lack of work. He also explained that there would be some hard times ahead, but if all the family worked together, things would turn out all right.

Melvin was very upset by his father's statements because he had been promised a new pair of shoes, shoes that he needed for school. Melvin's father sat down with him and tried to explain the situation, but Melvin wanted the new shoes. "Besides," he said, "my shoes have a hole in them." Melvin's father suggested that Melvin put cardboard in his shoes until he or his mother were able to buy new ones. Reluctantly, Melvin nodded his head and walked away.

Several days passed and Melvin's father asked him about his shoes and if the cardboard he suggested was working.

"Just fine, Dad, but I still want those new shoes."

"I know, son, and you will get them just as soon as we're able."

Then one day it rained and even though Melvin tried to avoid the puddles of water, the cardboard in his shoe was soaked by the time he got to school. The soles of Melvin's shoes dried quickly but the cardboard and his socks stayed soaking wet. Unaware of the imprint his shoes were leaving on the floor, Melvin went about his day as usual. Then there was laughter in the classroom with children making funny faces and pointing at the impression left by Melvin's shoes on the floor. One boy called out, "Look at Melvin's shoes! He's got a big hole in them."

Tears began to fill Melvin's eyes as the children continued to tease and make fun of him. His teacher made the children stop but the teasing continued at lunch and at playtime. By the end of the day Melvin had all he could take and vowed he would never go back to school.

B) Discussion questions:

1) What could you do to help Melvin if you were in his class?
2) Which did Melvin mind most, the hole in his shoe or the teasing? Why?

GOAL II, OBJECTIVE C: The student will begin to assess his own strengths.

Sample Learning Outcomes:

- Be able to identify at least one area within his school environment in which he does well.
- Be able to identify at least two ways that he thinks he is considered capable or likable by his family and friends.

ACTIVITIES

1. Emphasize the importance of being aware of personal accomplishments and feeling proud of them by giving each student the opportunity to be "Proud Paul" or "Proud Pauline." As "Proud Paul/Pauline" students should write or share orally things they are proud of, using the sentence stem, "I am proud that I..." Suggest items such as the following for students to consider:

   Progress in a subject area (math, science, language, arts)
   Good habits
   Thoughtful deeds for family
   Thoughtful deeds for friends
   Constructive use of free time
   Earning money
   Things shared with family or friends
   Goals worked for
   Ways money is spent

   For example, Proud Paul/Pauline might say:

   "I am proud that I improved in adding fractions last week."
   "I am proud that I shared my lunch with Sam when he forgot his."
   "I am proud that I keep my room neat most of the time."

2. A) Have each student make a poster similar to a billboard advertising something he can do well. Ask students to display their posters around the classroom and explain to classmates what they can do.

   B) Let students choose something they would like to learn how to do from the posters. Then give each student the opportunity to be both a teacher and a learner - teaching another student his competency and learning a new activity from a member of the class. Emphasize to the class that each student has something worthwhile to contribute. Students' posters might advertise:

   Jimmy Stanton's Model Building Service
   Candle Making With Candy Cummings
   Barbara's Bird Feeder Company
   Learn To Skateboard From Scott

GOAL II, OBJECTIVE C: The student will begin to assess his own strengths.

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3. A) Distribute to students the following descriptive adjective list:

____1) Friendly
____2) Aggressive
____3) Cautious
____4) Self-centered
____5) Confident
____6) Lazy
____7) Responsible
____8) Adventurous
____9) Bored
____10) Dependable
____11) Shy
____12) Efficient

B) Ask students to consider each adjective with regard to their own personality. They are to select from the following four statements the one that is most accurate for them and write the letter of the statement in the space before the adjective. (Tell students that no one else will see their papers.)

a) If the adjective *almost always* describes you.
b) If the adjective *often* describes you.
c) If the adjective *seldom* describes you.
d) If the adjective *almost never* describes you.

C) Ask students to look at their ratings once completed and determine if they have been too hard or too easy on themselves. Ask students if they have discovered anything new about themselves as a result of their ratings.

4. Ask students to consider the fact that just as all snowflakes have a unique pattern so do all people differ from each other. Encourage students to write a short story, poem, or limerick entitled, "I'm Someone Special!" This should be an activity students choose to do, not one that the entire class *must* do. If students express interest, encourage them to illustrate their stories, poems, etc.

5. (VOCABULARY) A) Play "Alpha-Betsy and Alpha-Bill" with the class. Tell them that they are going to make word portraits of themselves, using the letters of their names. Ask each student to take a sheet of paper, and print the letters of one of his names down on the left-hand edge. Let each student pick which of his names he will print. Suggest they select their name which has the most different letters.

B beautiful
e eager
t trustworthy
S sweet
y young

B brave
I interesting
L loyal
L loving

B) Beside each letter, ask the student to write down one adjective beginning with that letter which describes some positive attribute that he either already possesses, or would like to have. Give the class about ten minutes to work on their word pictures, and then ask if anyone is stuck and needing help in finding words. Let the rest of the class offer adjectives to those who are stuck, to fill in the missing letters. Stress that they may use only favorable adjectives.

C) Ask for volunteers to read aloud their new longer names. For example, "I am Brave, Interesting, Loyal, Loving Bill." This can be made into a game if you will take up the papers, read the adjectives out quite rapidly, and ask the class to call out whose names the adjectives spell out. For example, you would ask "Who is Musical, Understanding, Reliable, Intelligent, Energetic, Loyal?"

M musical
U understanding
R reliable
I intelligent
E energetic
L loyal

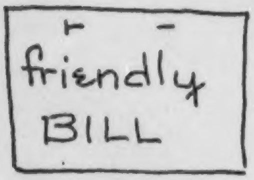
A able
n nice
d dependable
r responsible
e eager
w witty
s strong

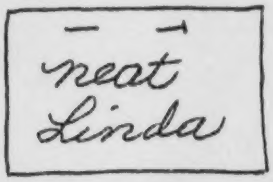
6. A) Divide the class into four groups and ask them to play "What's My Adjective?" To do this, you should distribute to every student as many of the printed slips shown below as there are other students in his group. (If you have 28 students, divide them into groups of eight, each student will need seven slips. Therefore prepare 7 X 28 slips, or 196.)

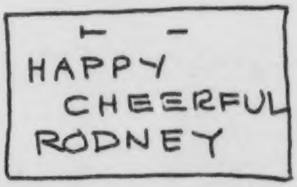
B) Ask the students to write the name of the other students in his group on the slips of paper, one slip to a student. Then ask the students to circle the one word on each slip which best describes the student whose name is at the top. When they have completed this, the students should exchange the slips so every student has all the slips with his name at the top.

FRIENDLY
LOYAL
HAPPY
GOOD-HUMORED
ENTHUSIASTIC
ARTISTIC
DEPENDABLE
NEAT
INTELLIGENT
CHEERFUL
HELPFUL
POSITIVE
THOROUGH
PROTECTIVE
GOOD SPORT
ATHLETIC
FUN
HOPEFUL
RESPONSIBLE
MUSICAL
CREATIVE

C) Ask the students to count up the votes they got for various adjectives, and see which word got the most votes. That will be their adjective, which they should print on a 3 x 5 card, along with their own name, and wear the card the rest of the day. Encourage them to call each other by the full adjective name on the cards, and be sure you also call them "Friendly Bill" and "Neat Linda" as you call on them.







NOTE: Since some students will not have a majority vote on any word, ask the groups to discuss which word they can agree on for that student as his best adjective. If a vote is a tie, let the student use two adjectives with his name.

GOAL III. To provide students with an understanding of the role that feelings and emotions play in our everyday lives.

Instructional Objectives:

A. The student will recognize and discuss a variety of moods, feelings and emotions.

B. The student will be able to identify and understand ways in which his feelings have an effect on his behavior.

C. The student will be able to discuss alternative ways of coping with situations which produce strong feelings or emotions.

GOAL III

NOTES TO THE TEACHER:

Activities under this Goal focus sometimes on emotions, and in other cases on feelings or moods. It is helpful for students to understand the difference, for while the words can sometimes be used interchangeably, often they reflect a different level of intensity. You may wish to look each up in a dictionary, but abbreviated definitions are given below.

emotion - an agitation; a strong feeling.

feeling - to perceive by sensation; be aware of an emotion, to be conscious of an inward state of mind, as to feel friendly.

mood - a temper of mind; humor; particular state of mind, especially as affected by emotion, as, to be in the mood to work.

It is the nature of poetry that it portrays and reflects feelings and emotions. You will find a rich supply of material for this goal in the many books of verse for children, and many of the classic stories for children provide excellent opportunity for the students to discuss the feelings of the stories' characters. Whether you use Dr. Seuss, Winnie-The-Pooh or folk and fairy tales, you can provoke discussion about feelings, and by increasing the child's vocabulary, you permit him to communicate better to others what he has on his mind. Also, you can frequently expand the activity by encouraging children to role-play the thread of the story. (See the "How To..." section at the end of the guide.)

Because activities in this Goal are so closely related to the innermost thoughts of students, it is worth remembering that every student should be made to feel absolutely free to pass if he is uncomfortable in answering a question or taking part in a discussion. Your casual, friendly acceptance of his desire to pass tells him you respect him and that he can trust you.

GOAL III, OBJECTIVE A: The student will recognize and discuss a variety of moods, feelings and emotions.

Sample Learning Outcomes:

- Begin to demonstrate in his behavior toward others that he both recognizes others' feelings/emotions and can respond appropriately.

- Given a vocabulary list of words which name emotions or feelings, be able to define or act out at least 75% of the words accurately.

ACTIVITIES

1) (INTRODUCTORY: VOCABULARY BUILDING) A) Using brainstorming techniques (see "How To..." section) have the students call out as many words as they can think of which describe how people sometimes feel. Write their list on the chalkboard.

   B) Using a numbering method, or some other technique for dividing the list, have the students look up those words in a dictionary to see if any of the snyonyms are words not on the list. Add all new words to the list.

   C) Keep the "feeling words" list as a reference for other activities in this Goal.

2. Write the poem below on the chalkboard and read it with the class:

"YOU AND OTHERS"[1]

Once I had a balloon,
but then it broke.

I wanted to cry,
but you thought
it was a joke.

We lost the game
and I was mad!

If we would have been on
the other team I would
have been glad.

Once it rained instead
of being sunny.

The ducks liked it,
but to me it wasn't funny.

People act differently.
This I can see.
Just look at the difference
between you and me.

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[1] See bibliography.

GOAL III, OBJECTIVE A: The student will recognize and discuss a variety of moods, feelings and emotions.

Ask the students to pick out the words in the poem that are clues to emotions, such as cry, funny, mad, glad, etc.

A) Discuss the following:

   1) Have you ever had a balloon break? How did you feel?
   2) How do you feel when you lose a game? How do you feel when you win a game?
   3) How do you feel when it rains? How do you feel when it's sunny?

B) Have the students role-play how they communicate their feelings in the situations described in the poem.

C) Relate the outcome of the role-plays to the last verse of the poem pointing out that people communicate their emotions differently.

3. A) Bring to class a record player and records or cassette player with tapes of various selections of music that convey different moods and feelings. Examples of suitable musical selections are:

   1) Carnival of the Animals
   2) Peer Gynt Suite
   3) Dance Macabre
   4) Waltz of the Flowers
   5) William Tell Overture
   6) Everything Is Beautiful
   7) Nobody Knows the Trouble I've Seen
   8) Bridge Over Troubled Waters

B) Have the students sit in a circle (either on the floor or in chairs). Tell them that they are all going to be involved in making up a story by adding on to the parts of the story that have been told by others in the circle. This type of story is known as a Round Robin. But, in addition to doing the Round Robin story, they will be listening to different kinds of music. Each student should try to match his portion of the story to the feeling the music brings to mind.

C) The teacher should begin the story by using an interesting opening statement. Examples include:

   1) Richard had never flown in an airplane before. Now, he was all alone flying to another state to visit his aunt, when suddenly...
   2) Elizabeth was excited about her first babysitting job. She had just gotten the twins settled when she heard a loud crash...
   3) Mark went to the carnival with his neighbors each summer. This year he had such a good time at the roller coaster that he went on again. When he got off he looked around and realized...

D) After opening the story, play a short selection of music (2-3 minutes). Then have the next student continue the story. After his contribution play another type of music and have the story continue. Any student may pass if he wishes.

E) After the story has been completed, ask students to talk about the music and how different types of music made them feel differently. Students may wish to hear some of the music played over again.

4. A) Ask the student to think of a time in school when there was something they wanted to do but could not, a time when they did not get their wish. Then have them make a school Frustration (Bug) List. Using the chalkboard, draw the following five columns to record the results: What I Wanted (Goal); What Happened (Blocking); Who Did It (Source); Where It Happened (Location); and How I Felt (Feelings).

B) Summarize the group's list on the board. Several points can be made which promote a healthy attitude toward frustration:

1) Frustration is upsetting, uncomfortable, and produces unhappiness.
2) Different feelings are aroused, such as anger, disappointment, and sadness.
3) It is not the same thing as wrongdoing. You can feel bad without being bad.
4) It is OK to be upset when you do not reach a goal. It happens to everyone.

5. A) Provide each student with a sheet of 8½x11 unlined white paper and make available an assortment of crayons or magic markers. Provide the "Feeling Words" list in Activity 1. Tell the students to select one word which describes an emotion, and print that word on the back of the sheet of paper. On the front the student should try to express the emotion he has chosen through an abstract design and the use of color. Example: Red or black jagged lines might express anger.

B) After the designs are complete, let the students take turns holding up their pictures while the rest of the class tries to guess what emotion is represented. Emphasize that people do not always feel the same way about an emotion, and that every individual has his own way of expressing himself.

VARIATION: Colored construction paper cut into shapes and pasted on a background can be an alternative method for making the abstract designs.

6. A) Have the students collect and display magazine pictures of people expressing a variety of emotions. Ask the students to identify the emotions in each picture, describe what is happening in the picture, and why the people in the picture might feel the way they do.

B) Discuss the following ideas with the class:

1) Each individual has emotions; emotions affect the way we act or behave in certain situations.
2) The same emotion may be expressed differently by different people.

7. A) Read the following situations to the class and ask students to identify how the person in the situation feels. Record the emotions or feelings identified by the class on the chalkboard.

Situations:

1) Ruby's father gives her a surprise gift. How do you think she might feel?
2) Joe is moving to a new neighborhood. How do you think Joe feels?
3) Marie has a new baby sister. How do you think Marie feels?
4) Joe is having a bad dream. How do you think he will feel when he wakes up?
5) Clara gets lost at the circus. How do you think she feels?
6) Jay has been punished. His dad takes his brother to the baseball game. Jay has to stay at home. How do you think Jay feels?

B) Divide the class into small groups and ask each group to select an emotion from the list on the chalkboard and role-play situations where the emotion is expressed.

After each role-play ask members of the class the following questions:

1) What emotion(s) was expressed?
2) How was it expressed?
3) How have you expressed this emotion?

8. Make an emotion wheel with a spinner in the center of the wheel. Let students take turns spinning to an emotion and showing all of the ways they can express the emotion. Tell the students that they may use body movements as well as facial expressions to express the emotions.

GOAL III, OBJECTIVE B: The student will be able to identify and understand ways in which his feelings have an effect on his behavior.

Sample Learning Outcomes:

- Be able to correlate certain physiological reactions with a given state of mind.
- Be able to relate an instance in which his behavior was the result of an emotional response rather than a rational decision.

ACTIVITIES

1. (GRADE 6) Show the filmstrip, "Exploring Your Feelings." (See bibliography.) A summary of the filmstrip follows:

Part One of "Exploring Your Feelings" first outlines some basic concepts about emotions and then examines various ways of dealing with them. The filmstrip begins by introducing several points designed to help students understand emotions: that having feelings is a natural part of being human; that there is a need to differentiate between sensations and emotions; that a number of experiences--participation in special events, interactions with family and peers, puberty, entrance into a larger world--all influence feelings. To illustrate the complexity of emotions, different ways in which the emotion of fear may be expressed are presented.

The filmstrip then discusses a variety of ways to deal with emotions. The benefits of learning to recognize, accept, and talk over emotions are presented in one sequence dealing with conflicting feelings of envy and guilt. The need to learn to express feelings in the best way possible is illustrated by the next sequence, which deals with anger. In this case, a "best" response is not suggested; rather, several possible reactions are presented and students are asked to consider how they might handle a similar situation. The final sequence illustrates the concept of empathy.

Part Two, "The Game of Skellies," is a dramatic presentation of a group of urban youngsters playing a street game. In the course of the game, a series of incidents portrays a variety of emotional expressions and responses. The incidents and accompanying emotions include the anxious efforts of one boy to be treated as a full-fledged member of the group; a conflict between two players that results in embarrassment for one boy; one boy reacts to group criticism by becoming angry and leaving the game; another player's acceptance of group rules despite his dissatisfaction; and the disappointment and ridicule experienced by the youngest boy when he is frustrated in his hopes of winning the game. In the final sequence, the group leader regains his sensitivity to the youngest boy's feelings, and they leave the game together.

After viewing the filmstrip, discuss the following questions with the class.

A) What are the different meanings of the word "Feelings"? What is the difference between sensations and emotions? Do you ever have physical reactions when you experience an emotional feeling? What do people mean when they say that they have butterflies in their stomach? That they turn red in the face from anger or embarrassment?

B) List as many different emotions as you can think of. How many different emotions were illustrated in the filmstrip? Use your own words to describe emotions.

C) What are some of the things that affect how you feel? How do family, friends, school, physical changes, etc., influence your emotions?

D) When you remember an event like a birthday party or a friend moving away, do you remember the feelings you had at the time?

E) Do all people have the same feelings? In what ways are each individual's feelings unique or different? In what ways are they similar?

F) Is there only one kind of fear or many kinds? Explain. When is fear a good thing? When can fear hurt you? In the filmstrip, Kevin loses the grocery money. Have you ever had a similar experience? What would you have done in that situation? Why do you think that Paul was reluctant to go on the camping trip with his father? Why does a person sometimes want to hide his or her feelings? How was Paul's fear different from Kevin's?

G) What other kinds of fear situations can you think of? What kinds of feelings have you had before a big test? An athletic event? A performance? What does it mean to feel anxious? To worry?

H) What are some of the ways that people can learn to deal with their feelings? Do people need to learn to recognize and accept their feelings? Explain. How did Ellen handle her envy of Cindy's dancing talent?

I) Is it important to express anger? Explain. Is it important to control anger? Explain. What made Gordon angry? How would you have handled the same situation? Do you think he might have reacted differently if his parents had been there?

J) How do you feel about expressing affection? Is it embarrassing to show people you care? To cry at happy or sad events? Do boys have the same kinds of emotional reactions that girls have? Do boys and girls express their feelings differently? Explain.

K) Why is it important to be able to understand how other people feel? What does it mean to put yourself in someone else's shoes? Can you tell how someone else is feeling by the way he acts? By the expression on his face?

L) How do you think Teddy felt about having to give his dog away? How did he feel toward his parents?

2. Ask the students to complete the sentence stems below.

A) When I'm unhappy I wish someone would ___________.
B) When someone is angry with me, I ________________.
C) When I am angry with someone, I ________________.
D) Being jealous of someone is ______________________.

After the students have completed the sentences, divide the class into small groups and have each student share his sentences with the group.

3. Show the film, "Me and the Monsters," to the class. (See bibliography.)

This 16mm color/sound film hints to the audience that fears, like the six monsters in the film, are manageable, and are never as fearsome

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as imagination makes them. The six monsters (fears) discussed are: not always succeeding in school, unfamiliar grown-ups, sometimes being disliked, fighting at home, fearsome information about drug abuse, and peers of unfamiliar skin color and language. Running time is 9 minutes.

4. Read the following story to the class:

THE TEACHER LEAVES THE ROOM

The children in Mrs. Hunt's class were busy working on math. Suddenly, Mrs. Hunt was called out of the room. Ellen, an older girl who helped Mrs. Hunt, was in the room. Everyone worked hard for a short time. Then Ricky and Tommy started to fight. This made Nancy cry. Beth and Bob were throwing erasers at Ricky when Mrs. Hunt came back into the room.

Have the students complete the following exercise:

Draw a line from each name to the feeling which shows how you think each person in the story probably felt when Mrs. Hunt came back to the room.

Mrs. Hunt
Ellen
Ricky and Tommy
Nancy
Beth and Bob

Happy
Sad
Angry
Very Sad
Afraid
No feeling

Ask the student's opinions about how various characters felt during the action of the story. How did Ricky feel when the others threw erasers? Why did Nancy cry? Role-play the scene. Discuss.

5. A) Write a list of activities on the chalkboard similar to the following:

Swimming
Going to the dentist
Raking leaves
Going to school
Visiting a sick friend

Receiving a bad grade
Losing a favorite baseball glove
Opening a big package at Christmas
Washing dishes
Eating an ice cream cone

B) Have one or two students act out how they feel about each of the activities. Discuss:

1) Whether their non-verbal expressions tell the others how they feel.
2) How do they know?
3) How do you usually let people know when you feel ___?
4) Do you know people who have different feelings about ___? How do you know?

6. NOTE TO THE TEACHER: The purpose of this exercise is to create a frustrating situation in the classroom without the class knowing in advance. To be certain that it is in fact frustrating, you must be sure that they understand the instructions, and that you execute your part quickly.

GOAL III, OBJECTIVE B: The student will be able to identify and understand ways in which his feelings have an effect on his behavior.

A) Ask the students to get out paper and pencils, and prepare to take dictation. Instruct the students that you will be dictating 10 numbers to them for them to write on their papers. They will not be permitted to ask you any questions once you begin, nor will you repeat any numbers.

B) Dictate 10 very long numbers at a rapid pace, and ask students to put their pencils down as soon as you complete the last number. After the exercise, discuss the following questions:

1) How do you feel? Why?
2) How would you like to express your feelings?
3) How do you think others feel? Why?
4) How might you feel if this happened every day of your life? How might you act?
5) Can you now recognize the feeling of frustration? How?

NOTE: The use of video tape or observers is very helpful in describing and discussing how the students non-verbally communicated their feelings during this activity. Video is best - students can see their reactions.

7. A) Ask students to brainstorm ways that people communicate love and list them on the chalkboard. This list might include sharing, protecting, consideration of feelings, helping, giving gifts, hugging, etc.

B) Have students list or draw on a piece of paper five things each loves - a person, an object, something in nature, etc. Ask for volunteers to share their lists or drawing and tell how they express their love to each. An example might be:

"I love my dog, Mugsy, and I feed her and play with her every day. I give her baths often too. That's how I show my love."

GOAL III, OBJECTIVE C: The student will be able to discuss alternative ways of coping with situations which produce strong feelings or emotions.

Sample Learning Outcomes:

- Given the choice of several responses to an emotion-laden situation, be able to explain why he considers one as more desirable than the others.
- Be able to cite instances in which it would be normal and healthy to express one's strong feelings about a situation.
- Be able to cite instances in which it would be desirable to control one's expressions of strong feelings or emotions, and suggest methods for coping with those feelings.

ACTIVITIES

1. (GRADE 6) A) Show Part I of the filmstrip, "Understanding Emotions," to the class. (See bibliography.) A summary and discussion are below.

"Understanding Emotions" begins with a young girl voicing her confusion over the wide range of feelings she can experience at a given moment. The narrator states that all people are subject to the same bewildering variety of emotions. Everyone strives throughout his life to be happy and at peace with his feelings. The program next discusses and illustrates the physical, psychological, and motivational elements of emotions, emphasizing the uniqueness of individual reactions to an emotional experience. Because some feelings are difficult to accept, people may attempt to hide them from others. When they conceal their unpleasant feelings from themselves the consequences are often unfortunate. Such repression is demonstrated by a boy who uses drugs to escape his feelings. The question of how people learn to manage their emotions successfully is also raised. The influence of parental and peer behavior is cited but it is also noted that such examples may not always be beneficial. The narrator concludes that it takes time and a great deal of experience for each individual to evolve his own emotional maturity.

B) Have students define emotions and discuss their causes. How do a person's feelings affect his relationships with others?

C) What determines the uniqueness of each individual's response to a particular feeling? Have students consider the influences of such factors as society, parents, peers, and self.

D) Ask the students to explain the difference between repressing an emotion and controlling it. Can emotions be ignored?

E) Have students explain, in their own words, the physical, psychological, and motivational components of emotions.

GOAL III, OBJECTIVE C: The student will be able to discuss alternative ways of coping with situations which produce strong feelings or emotions.

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2. A) Ask students to discuss the meaning of the following expressions:

    1) To fly off the handle.
    2) The strong silent type.
    3) Still waters run deep.
    4) Strong, but steady.
    5) High-strung.

    After the discussion, focus on the idea that some people seem better able to cope with their feelings than others.

   B) Ask students to rate the following statements by selecting the rating that best describes their reaction to the statements.

1	2	3	4	5
Always	Almost Always	Sometimes	Almost Never	Never

____a) I can control my feelings when I am very angry.
____b) I can control my feelings when I feel very frustrated.
____c) I can control my feelings when I feel very anxious or uptight.
____d) I can control my feelings when I feel very afraid.
____e) I can control my feelings when I feel very jealous.
____f) I can control my feelings when I feel very disappointed.

   C) Discuss the following with the students after they have completed their ratings.

    1) Did students discover that they are usually in control or not in control of their emotions?
    2) Are there any emotions that seem more difficult to control than others?
    3) What are some of the things that can be done to help cope with or control emotions?
    4) Why is it necessary sometimes to cope with or control an emotion rather than express it?

3. Pose the following situations to the students for discussion.

   A) Mary expresses the idea that she does not feel that she is a part of the class. What emotions do you think she might experience? How do you suggest that she cope with her emotions?

   B) You are eating lunch in a school cafeteria. You get your lunch and walk into the lunchroom. The lunchroom is crowded and noisy with lots of people laughing, shouting, and having a good time. Off in a corner is a boy sitting all alone at a table. What might you do to help him cope with his feelings?

   C) You are sitting in class. Several persons in the class are making belittling comments or "putting down" another student. The student is

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obviously having his feelings hurt. He catches your eye and looks at you. How do you think this student feels? What can he do to cope with his feelings? What can you do to help him?

D) You are watching a group of friends talking in front of the school. A kid whom they consider odd and strange walks up to them and tries to join in the conversation. They ignore him. Finally, one of your friends says, "Why don't you get lost?" The kid turns away. How do you suppose this student feels? What can he do to cope with his feelings? What can you do to help him cope?

E) You are at a basketball game. It is half-time. You are talking with several of your friends. A person whom you casually met the week before is nearby. He is making obnoxious and embarrassing remarks to the people he is with. How do you think the people with whom he is talking feel? How can they cope with this situation? How might you help?

F) You are sitting in a classroom. A student whom you don't know has constantly bugged the teacher and caused trouble since the class began several months ago. Although he is often funny, everyone is fed up with his behavior. He comes into the room and takes a seat next to you. How do you think the teacher might feel? How can she cope with her feelings? What can you do to help?

G) There is a new student in the school. You have often heard her say that your school is not nearly as good as the school she previously attended and that the students at your school are phony. She praises the students in her previous school. How do you think the students in the class feel? How might they cope with their feelings? What feelings does the new student have which might make her say such things?

4. NOTE TO THE TEACHER: You can help the students to learn that when they are in a situation which is unhappy or uncomfortable, some ways of handling their relationships with others will be better and more successful than others. This activity is a way to introduce the concept of using "I-messages" as a means of telling others how you feel. The principle is to tell the other person that you feel a certain way in response to their behavior. Rather than accusing the person ("You're a bad sport!"), it is better to say, "When you don't stick to the rules, it makes me angry so that I don't enjoy playing with you." Ask the students to practice this kind of approach, using the following activity.

Use any of the following questions as a vehicle to discuss honest, responsible expressions of feelings. Be sure you allow time for discussion to develop.

A) If someone did not like what you did, how would you want him to tell you?
B) How could you tell someone you did not like what he did in a way that is not mean or hurtful?
C) If you lost a game, what could someone do to make you feel better?
D) If you got a low score on your spelling test, what could someone do to make you feel better?

E) If your older sister bosses you around all of the time, what could someone in your family do to make you feel better?

F) If your best friend went to the movies and did not ask you to go along, what could you say to him that would not be mean or hurtful?

G) If one of your classmates cut in line in front of you, what could you say that would not be mean or hurtful?

5. A) Read the following story to the class or duplicate copies and give one to each student:

SHARING OUR THOUGHTS[1]

by Carolyn Hagglund

"I don't want to play in this dumb recital," said Curt. "I would like to sneak out that back door, but I'm afraid Mrs. Sloan will see me."

"Don't you like to play the piano?" asked John.

"I like to play at home, but I peeked out through the edge of the curtain a few minutes ago, and there are so many people out front. It makes my stomach jumpy."

"I know," replied John. "My mom and dad brought my grandma and grandpa and even some of the neighbors."

Curt complained, "Right now, I can't even remember the name of the song I'm going to play."

John thought for a minute and said, "I know what you mean. My fingers are stiff. I don't think I can bend them to push the right keys, even if I can think of the first notes."

"Yeah," signed Curt, "I'll probably make a mistake. Then I'll lose my place, turn red and cry. I can hear everyone laughing at me. I just don't think I can do it."

B) Discuss that in this story Curt and John share their feelings about what they were doing. Have you ever been working or playing with someone and shared your feelings about what you were doing? Did you learn more about how that person thinks or feels?

C) Encourage the students to give statements (maybe write them on the chalkboard) such as, "When I'm nervous I shake," or "When I'm frightened I feel awful."

6. A) Ask the students to watch for news items in the papers and on television which report situations in which people demonstrate poor methods of coping with their emotions. (Examples might be domestic quarrels, crowd reactions to demonstrators, and angry negotiators storming out of labor arbitration meetings.) At the end of the week, review the examples, and in each case ask the class to brainstorm for a minute or two on better ways the people involved might have coped with their feelings. Keep a list of the various methods of coping which are suggested.

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[1] See bibliography.

B) Ask the class to review the coping methods which have been listed on the board. Are there any others which they think might be added? Tell them to decide which three (or five) they think are most effective, and then conduct a show-of-hands balloting where each student votes for three (or five) methods. The methods which receive the most votes may merit further discussion.

7. Have students demonstrate methods of coping with feelings by dividing the class into five groups and assigning them one of the situations below to role-play:

A) Mike is angry because his younger brother, Danny, borrowed his new baseball bat without asking and left it at the ball field. When Danny went back to look for it, the bat was not there.

B) Diane is walking home from school when suddenly a huge, ferocious-looking dog runs up to her and begins to growl and bark. Diane feels frightened and afraid.

C) Elizabeth's feelings are hurt because she did not do well on Friday's spelling test and several of her classmates made fun of her and called her "dumb."

D) Ray is excited and happy because he received a letter from his friend, Larry, who moved to another city six months ago. Larry invited Ray to visit him next weekend and Mom said he can go.

E) Ginger and Sue are sad and worried because their friend, Lucy, had an accident on her bicycle and is in the hospital. Lucy suffered severe injuries and will be in the hospital for several weeks.

8. Show the filmstrip, "Brothers, Sisters, Feelings and You" to the class. (See bibliography.) A summary of the filmstrip and questions for discussion are listed below.

"Brother, Sisters, Feelings and You" is a two-part sound filmstrip program that explores the elements of sibling rivalry and shows students how they can learn to cope in positive ways with the feelings it involves.

Part One contains four scenes, each dramatizing a different family problem. The first scene illustrates that each member of a family is entitled to privacy. It begins as Tony barges into the bedroom he shares with his older brother, Mike, and the scene ends as Tony leaves the room to go to breakfast.

The second scene takes place in the kitchen where the children's mother reprimands them for not cleaning up after last night's dinner. Initially, each of the five children blames another for forgetting to do his or her chores; no one is willing to accept responsibility for the situation. Finally, their mother calls for a family discussion in which everyone is allowed to air his or her particular grievance. Mike is angry because Tony woke him before breakfast and would not help him clean their room. Ninna is annoyed because her younger sister, Nicki, will not listen to her when she helps her practice ballet. In this scene, three important themes are illustrated. First, the concept of responsibility is stressed. Each member of the family is assigned certain chores, and if one person fails to fulfill his or her responsibility, everyone else suffers. Second, the concept of helping one another voluntarily is shown. Third, a positive way of coming to terms with a family problem is demonstrated. The mother, who acts as the mediator, urges the children to discuss their problems at a family conference rather than to fight about them.

In the third scene, the two sisters are practicing their ballet exercises together. Ninna, the older sister, becomes angry when Nicki will not take her instruction seriously. This scene illustrates that jealousy and admiration are emotions that often exist simultaneously. While Nicki admires her older sister's proficiency in ballet, she is also envious of her expertise and reveals this jealousy by rejecting her instructions.

In the fourth and last scene of Part One, Tony and Mike argue while playing basketball. Their father makes Mike realize that it is unfair for him to play with his younger brother unless he makes allowances for Tony's age and height. In this scene, the father acts as the mediator, and the need to compete fairly is illustrated.

Part Two shows five solutions that occurred among members of a smaller, less tightly structured family group. Although this family functions differently from the family in Part One, there are many similarities in the situations they both must deal with. Like the family in Part One, different family members act as mediators, and there is an emphasis on discussing problems rather than fighting about them.

As the first scene begins, Ed and Greg are playing in their backyard after school. Their mother comes home from work and finds that neither boy has cleaned the bedroom they share. The two brothers react in the same way the siblings did in Part One--each refuses to accept responsibility for his failure to do his chores. In this scene, the importance of individual responsibility within the family is stressed, and the mother acts as the mediator.

In the second scene, the two boys fight when Greg asks Ed to give back the toy car that Greg had traded to him the day before. Again their mother is the mediator. She introduces both the major theme of this episode--the importance of fair play--and a secondary theme--that one must treat a sibling in the same way that one treats a member of a peer group.

In the third scene, Greg complains to his older brother that he cannot do his math homework. Ed immediately volunteers to help, and the scene ends as both boys are sitting at the dining room table hard at work on Greg's homework. Here the concept of voluntarily helping a sibling is stressed. Unlike the earlier scenes, it is the older brother who is the problem solver.

The fourth scene explores a common problem in sibling relationships. Ed comes home with his friend Peter and finds Greg playing with his carving tools. He reminds Greg that he is not allowed to play with the tools and asks him to leave because Ed wants to play with Peter alone. This brief scene demonstrates that siblings must be allowed to develop friendships within their own peer groups. Again, it is the older brother, in explaining his reasons for wanting to play alone with his friend, who acts as the problem solver.

The final scene in Part Two acts as an effective counter-balance to the preceding scene by illustrating the friendship that can exist between siblings. Ed is working on his new go-cart and asks Greg's help. As the scene progresses, Ed states its theme when he explains that although he likes having his own friends, he still enjoys playing with his brother. Both boys are still at work on the cart when the scene ends. As previously, it is the older brother who takes the initiative in this scene.

Discussion questions:

1) Why it is important to have a private place of your own?
2) How are problems settled in your household? Do you and your parents sit down and discuss them? Explain. How are problems settled in your classroom?
3) In this family, everyone has been assigned certain jobs. Are responsibilities assigned in your family? If so, what are your responsibilities? If not, how are responsibilities handled? Do other members of your family also have chores? If so, what are they? Do you ever fill in for other members of your family when they cannot do their chores? Why or why not? Have you ever forgotten to do your chores? If so, what happened?
4) How does the scene in the kitchen point out the importance of working together?
5) What was the problem between Ninna and Nicki? Put yourself in Nicki's place. How would you react if your older sister tried to help you? Put yourself in Ninna's place. How would you react to Nicki? Have you ever felt like Nicki? Explain. Have you ever felt like Ninna? Explain.
6) What was the problem between Mike and Tony when they were playing basketball? How would you have felt in Tony's place? How would you have felt in Mike's place? Have you ever been in a situation where the competition was unfair? What happened?
7) Sometimes parents help to solve problems. When problems arise in your household, who helps to find solutions? Explain.

PART TWO

1) In this family, although no one has specific responsibilities, everyone is expected to help with chores. How is this method different from the way the family in Part One deals with responsibilities? Which method do you think is better? Why? Have you ever been in an argument with a brother, sister, or friend because one of you failed to fulfill a responsibility? What happened?
2) Do you think that the mother in Part Two was fair when she told Ed and Greg to clean their room? Why or why not? What would you have done in her place? Has a similar problem ever occurred in your family? What happened?

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3) Have you ever traded with your brother or sister and then changed your mind? If so, what happened? How would you have acted if you were Greg? If you were Ed? Who helps to solve the problem in this situation? Do you think the solution is fair? Explain.
4) Do you do things with your brothers and sisters that you would not do with friends? Explain.
5) Have you ever volunteered to help your brother or sister? Have they ever volunteered to help you? What happened? How did you feel? How do you think your brother or sister felt?
6) Do you think that it is important for each member of a family to have his or her own friends? Explain. Do you like to play with your own friends without your brothers or sisters around? Why or why not?
7) Why did Ed play with Greg after he played with Peter? Do you like to play with your brothers or sisters? Why or why not?
8) In this part of the program, you saw the problems faced by a small family. What were some of these problems? Which problems are similar to those faced by the family in Part One? Have you ever experienced problems like these in your family? Explain.

GENERAL QUESTIONS

1) How do you feel when you are asked to take care of a younger brother or sister? How do you feel when an older brother or sister has to take care of you?
2) What does this filmstrip show you about family life? What are some of the different feelings that each member of the families experienced? Have you ever felt the same way?
3) What have these episodes shown you about getting along with your brothers and sisters? Do you think that many brothers and sisters quarrel with one another? What do you quarrel about with your brothers and sisters?
4) Do you think that parents, other adults, or older brothers and sisters always have to help solve arguments between brothers and sisters, or should brothers and sisters solve their own problems? Explain your answer.

9. A) Have students invent a new feeling. They should give the new feeling a name and tell how people will behave when they experience it.

B) Assign the students to write a story about a person who experiences this new feeling, emphasizing how the character copes with it. Talk about how the person's behavior is affected by this new feeling.

C) Ask students to share their stories in class. List all of the new feeling words and their meanings on the chalkboard.

10. A) Make a "feel wheel" by cutting both ends from a small frozen juice can. Cover the can with contact or construction paper and wind yarn around the sides of the can, going in and out of the can. Tie the

GOAL III, OBJECTIVE C: The student will be able to discuss alternative ways of coping with situations which produce strong feelings or emotions.

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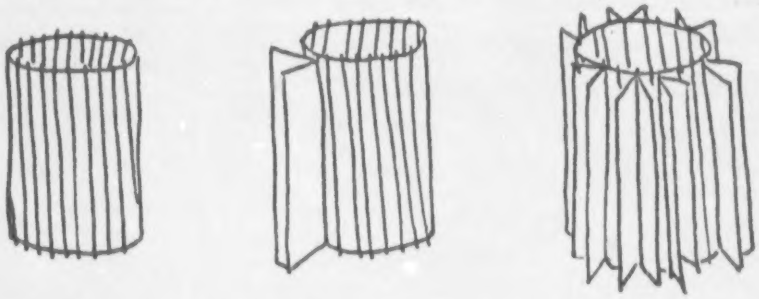
knot so that it is inside the can. Write situations about coping with feelings on cards the height of the can, fold them in the middle, and then slip them under the loops of yarn.



Have the students work in pairs and choose a situation from the "feel wheel." They may write a story, role-play, etc., to show how they would cope with the situation. Allow time over a period of several days for students to present their situations to the class. Discuss whether other members of the class would feel and cope with the situations differently. Some suggested situations are:

A) You are taking a bath. Suddenly you notice the water is not getting dirty--it's turning green! What is happening? How do you feel? What will you do?
B) You have watched so much television that you have grown an antenna. How do you feel about this and how will you cope with the situation?
C) You wake up one morning and see that overnight hair has grown all over your body. You look as hairy as a dog. How do you feel? What will you do? Will you shave, use a hair remover, get a permanent, etc.?
D) You are walking down the street on a hot day and suddenly your clothes start to melt! How do you feel? Do you think you will melt too? What will you do?
E) You are a boy. One morning you wake up pink. How do you feel? How can you cope with this situation?
F) You turn your ring on your finger and SHAZAM! Suddenly you become SUPERKID! How do you feel? What will your life be like now? How will you cope with this?
G) You have just been given a magic lamp. By rubbing the lamp, you may have three wishes - for other people. How do you feel about this? What will you wish for whom?
H) You are working at your desk in class and when you look up you find yourself in the LAND OF TEACHERS. Everywhere you look there are teachers, teachers, teachers! How do you feel? What will you do?
I) You are a sliggardly felopotarus. You love to sliggle and slaggle. You hate koruptularusangs. Suddenly you see two of them coming toward you. How do you feel? What do they look like? How will you cope with this situation?
J) Imagine that you are a potato. How do you feel about life under the ground?

Students can write additional situations to add to the wheel.

GOAL IV. To increase students' awareness that all persons have similar needs and are alike in many ways, although they may be different in age, physical characteristics, nationality and race.

Instructional Objectives:

A. The student will be able to discuss ways that human needs affect behavior.

B. The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

GOAL IV

NOTES TO THE TEACHER:

The activities in this Goal focus on understanding human needs, not only as they affect an individual, but as all members of the human race share certain things in common. You will find related activities with a slightly different emphasis in Goal I, where the role of the family in meeting human needs is considered. Goal V touches indirectly on people's needs as it discusses interpersonal relationships and the ways people respond to one another based on their own needs and their understanding of the needs of others.

Several activities are designed to stimulate discussion about persons who have special needs, such as the elderly and the mentally retarded. You can help meet the Objectives of this Goal if you are able to encourage the class to accept differences in others while recognizing the similarity we all have in terms of our need for affection, emotional support and security.

The following information will give you helpful background for this Goal. Robert C. Hawley, in Human Values in the Classroom[1] has provided an excellent summary of one of the important hypotheses of our time, Maslow's Theory of Needs. The following notes on Maslow's concepts are drawn from Hawley's book. For greater detail, see Maslow Motivation and Personality.[2] Abraham Maslow's Theory of Needs has theorized that basic human needs fall into certain categories:

> Most basic are the physiological needs for food, warmth, and shelter which are essential to survive. These are followed by the need for safety and security; the need for belongingness and the need for love. At an even higher level are the need for respect and self-esteem, and the need for self-actualization. These needs form a natural hierarchy of perceived importance to the individual. That is, when the individual is primarily concerned about filling his physiological needs and his need for safety and security (as we might expect a caveman to be concerned), then he has little time for or interest in filling the higher needs for belongingness or love; and in fact he may not even be aware of them as needs because his attention is so clearly focused on the more basic needs.
>
> As the lower needs are satisfied, they become less important as motivating forces for the individual, and the individual shifts his focus to the next higher need, which now becomes of great concern to him and which he strives to fulfill. When the person feels safe and secure, and when he perceives his safety as being fairly permanent, then he no longer worries about the need for safety, he no longer plans things that will add to his safety, he no longer strives at establishing a safe situation for himself.
>
> In fact, it could be said that he really forgets his former need for safety, as he sees a new need looming in his consciousness: the need for belongingness. Now his motivation will be directed towards gaining belongingness, towards becoming an accepted member of a group.

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[1] See bibliography.

[2] See bibliography.

> As the individual gains acceptance and feelings of belongingness, then this need in turn diminishes in importance to him and gradually disappears as a motivating factor, while a new need, the need for love, sweeps into his consciousness and becomes all-important.
>
> And so on up the ladder through the hierarchy of needs until the individual has satisfied all of his basic needs and is able to turn his attention and his energies toward social-self-actualization.
>
> The socially-self-actualizing person is energetic, creative, self-motivating, spontaneous, efficient, accepting, etc. He lives life well and fully, answering to his own inner nature and finding in that nature a call to humanity, to play a useful and helpful part of society. He is acting on human values.

Several activities in this Goal are based on Maslow's theory. You may find an entire week can be devoted to a unit in which his concepts are thoroughly examined. See Objective B for suggestions.

GOAL IV, OBJECTIVE A: The student will be able to discuss ways that human needs affect behavior.

Sample Learning Outcomes:

- Be able to describe briefly in his own words the concept of primary and secondary needs.
- Be able to describe how his behavior would be affected if a given human need were not being met for a significant period of time.

ACTIVITIES

1. Write the statement, "Each human being has certain basic needs," on the chalkboard.

   Have the students brainstorm what these needs are and write them on the chalkboard.

   A) After the brainstorming session, ask the students to define basic needs. Help students to arrive at a definition similar to: basic needs are those things that are necessary in order to live.
   B) Write the students' definition of basic needs on the chalkboard and ask the students to review the brainstormed list of needs and make changes if they are necessary.

2. A) Discuss with the class the fact that most of the many needs that we have are met by people working together in a business. A business exists because people have a need for the products or services that are produced or provided. Give each student a copy of the following activity. Instruct students to match each need in the column on the left with the business that satisfies that particular need from the right-hand column.

NEED	BUSINESS
1) Beauty	___Movie theater
2) Education	___Electric company
3) Recreation	___School
4) Transportation	___Grocery store
5) Clothing	___Florist
6) Shelter	___Police department
7) Power	___Home builder
8) Food	___Bus service
9) Protection	___Telephone company
10) Communication	___Department store

   B) Have the students list five of their personal needs and tell where they go to satisfy them. For example:

   Food - Giant Open Air Market
   Recreation - Skateboard Park
   Beauty - Chrysler Museum

GOAL IV, OBJECTIVE A: The student will be able to discuss ways that human needs affect behavior.

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3. A) Make a set of flash cards with words that represent basic and non-basic needs. A sample of possible words might include:

BASIC NEEDS	NON-BASIC NEEDS
Food	Candy
Leisure activities	Soft drinks
Water	Television
Clothing	Radio
House	Motorcycles
Love	Red socks
	Telephone

B) Hold up each card and ask the following questions:

1) Does this item represent something you must have?
2) Do other people need this item?
3) Can you live without this item?

C) Encourage a discussion on those items where students do not all provide the same answer. Help students to come to the conclusion that food, water, shelter, warmth, clothing, activity, and rest are basic needs common to all people.

4. Read the following situations to the class and assign one to each of three groups. Have the students tell how they would meet the basic needs. Suggest that the students brainstorm within each group.

A) You have just parachuted out on a South Pacific Island with no inhabitants. You have only a knife, a ball of string, four matches, and two straight pins.
B) You were on a hiking trip and got separated from your party. You find yourself lost in the woods in the freezing rain after dark. All you have is a box of matches in your pocket.
C) Your family of three lives in a three bedroom house. Your father has invited a family of four, whose home was burned, to move in with you.

5. A) Divide the class into small groups. Ask each group to pretend that they are going to camp out in the backwoods for a week. The task of each group is to make a list of the things they must do to prepare for the trip and a list of items they will need to pack for the trip. Remind the group to consider their needs.

B) Have each group share their lists with the class and discuss the following questions:

1) Did you provide for all your physical needs--food, shelter, and clothing?
2) What needs other than physical needs did you consider?
3) How about other days? How do the things needed for the camping trip compare with your day-to-day needs?
4) Would your needs be different if you were hiking in the backwoods?

GOAL IV, OBJECTIVE A: The student will be able to discuss ways that human needs affect behavior.

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6. A) Discuss with the students that all people need to feel they belong. Read and discuss the following stories:

CARLA

"Carla gives me a pain," Kay said to her friend Sharon. "She's always hanging around the teacher. She's the teacher's pet."

"Yes," said Sharon, "the teacher spends more time with Carla than she does with the rest of us. I can't see how the teacher stands her. None of the rest of us can." They laughed together.

There was Carla again, talking to the teacher and hanging onto her arm. The teacher, who had to check the math papers, looked annoyed. Then she seemed to think of something, and she smiled and talked to Carla. This seemed to make Carla happy. She went to her seat.

"I wonder why Carla acts that way all the time," Sharon whispered. "Does she think Mrs. Green is her mother or something?"

Kay, looking thoughtful, said, "I think I can guess why she acts that way."

B) The following may be used to discuss the story with the class.

1) Carla did not make friends. Therefore, she may have felt that she did not "belong." She then turned to the teacher for friendship. Carla had to find some way to work out her need.
2) Do you know why Sharon and Kay did not act the same way? Perhaps their families and friends helped them feel they belonged to a group. They already felt secure in this respect. Think of a way in which Kay might have felt insecure. Think of a different way in which Sharon might have felt insecure. Do you think Carla was a teacher's pet? If you were the teacher, how might you explain Carla's need to Kay and Sharon?

MIKE

Mike belonged to a club with four boys. They called themselves the "Fair Five." Feeling that the other club members liked him and that he belonged to a group, Mike felt secure. One day the other boys wanted to take another boy into the club. After that, Mike began acting angry at the meetings.

C) Ask the students to guess why Mike started to act angry.

1) Mike might be thinking that the other boys would begin liking the new boy better than they liked him.
2) Mike might be afraid that the other boys would want to drop him so the club name would still fit.
3) Mike might have felt so comfortable with the club as it was that he did not want any changes made.

GOAL IV, OBJECTIVE A: The student will be able to discuss ways that human needs affect behavior.

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7. Ask the students to decide which cases they think may show that the need for physical activity caused a change in behavior:

   Case A: Except for lunch, Jim has been at his desk in school all day, taking long tests. Reaching across the aisles, he punches his neighbor in the arm.

   Case B: Karen has been in bed with the flu for three days. She feels fine now, but the doctor says she must rest one more day. She is crankier and more cross today than she was when she felt awful.

   Case C: Harry and Clark went to a movie. They found it very boring because the actors just talked all the time and nothing happened. Toward the end of the movie, Clark began to kick the seat in front of him. The lady in front turned around and told him to stop.

8. A) Tell the class that they are going to play "Scavenger Hunt." Explain that a scavenger hunt is a kind of game where several teams of people are given identical lists of things which they are expected to go out and find or collect. The team which returns with every item first wins.

   B) Divide the class into small groups and give each group a list of needs. Then give each group a stack of magazines which they can leaf through to find pictures which illustrate the needs mentioned on their list. You should have about ten kinds of needs on your list. Urge them to work quickly but get the best examples they can find.

NOTE: If you observe that any group shows a good team approach to searching for their objects, you can point out at the end that they have proved the value of people helping each other in meeting needs.

   C) When the first group is finished, note the time and keep track as each new group is done. Then compare the answers found for each need, and if any answers seem inappropriate, ask the other groups if they think the answer should count. In this way a group which went too fast could be disqualified, but everyone participates in evaluating the quality of the answer. Commend any especially imaginative answers to a need.

9. A) Tell the class at the first of the week that they are going to design bumper stickers that say something about an important human need. Remind them of what some of those needs are, and ask them to spend several days thinking up ideas.

   B) Divide the class into groups and after giving a few suggestions (see below) ask them to come up with one or more per group. Let them print up an example of their bumper message, and attach all the stickers to the chalkboard or to the door outside your room.

   Examples: Security is a good grade.
   Happiness is a warm cave!
   Igloos are cool!
   Food is fun that's fattening!
   Home is heavenly!

GOAL IV, OBJECTIVE A: The student will be able to discuss ways that human needs affect behavior.

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10. Read each of the following paragraphs to the class, pausing after each to discuss with them which need or needs they think the person is meeting in the story.

    A) Mr. Anderson works as a shoe salesman. He finds the job fairly boring, but he is able to earn a good salary which permits him to have a nice apartment, dress nicely, and have enough to eat.

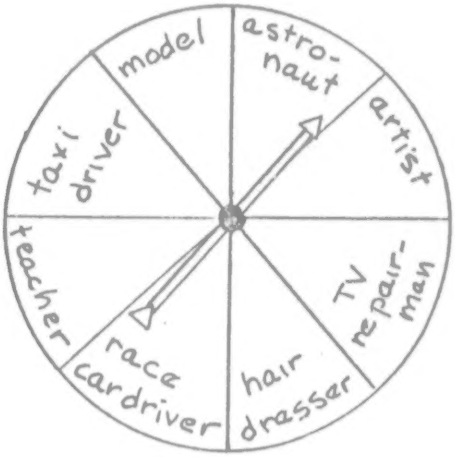
    B) Mrs. Wilson works as a nurse in a hospital. The work is hard, and she could make more money in other jobs, but she likes the feeling that she is helping others, and that what she does is necessary and important.

    C) Mr. Cohen works at the zoo. He is well-paid because he knows a great deal about the best way to care for animals. He takes great pride in the fact that no one else at the zoo is as capable in caring for the animals when they are sick.

    D) Ms. Torres is an artist. She barely earns enough from selling her paintings to pay for a small apartment which is also her studio. She cannot afford many clothes, and buys many of them from a thrift shop. She has to be very careful about how much she spends for food. She is very happy being an artist, even though she knows she probably will never have much money.

    E) Mr. Holloman works as a trainer for a baseball team. He has to travel a lot with them, and is in charge of helping all the players stay in good condition. Even though the crowds hardly know who he is, he knows that his work is very important to the team, and he feels that the players all consider him a real friend and a vital part of the ball club.

11. A) Create an occupation wheel for the class on a large piece of poster board. Fix an arrow spinner in the center of the wheel with a large brad, so that the arrow spins freely.



GOAL IV, OBJECTIVE A: The student will be able to discuss ways that human needs affect behavior.

B) Have the students take turns at spinning the arrow. When it reaches a particular occupation have the student list two or three needs that the particular occupation would satisfy.

Example - Taxi driver - non-confining
meet many people
minimal supervision

Astronaut - excitement
adventure
fame

Students may want to make their own wheels with different occupations.

12. A) Distribute to the students the following descriptions of two individuals who have the same job but different life styles.

1) Mr. X has been an auto mechanic for five years. He lives alone, and in addition to working the day shift, he works three evenings a week and usually most weekends. On his nights off he usually shoots pool. He really enjoys his job and due to all of his overtime his earnings are quite good. He dresses well, eats well, and feels very content about his life in general. Usually during the summer he takes off one month and goes on a camping trip with old friends.

2) Mr. Y has been an auto mechanic for five years. He works the day shift only since he goes to night school on Monday, Wednesday, and Thursday nights. On the weekends he likes to spend time with his family, and they often watch television together or go bowling. His income is not as much as he would like it to be. Mr. Y eventually wants to own his own car repair business after he has completed his education.

B) Discussion questions:

1) Contrast the way Mr. X and Mr. Y use their leisure time.
2) Do we ever use leisure time for things that are not recreational? Why?
3) Do the two men seem equally content?
4) What does the term "long-term" goal mean?
5) Can you think of a long-term goal of yours that will require careful planning before you achieve it?

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

Sample Learning Outcomes:

- Be able to name at least two ways in which the needs of a baby and the needs of a senior citizen would be different.
- Be able to list at least three needs which all members of his family share approximately equally.

ACTIVITIES

1. NOTE TO THE TEACHER: The introductory material at the beginning of this Goal provides basic information on Maslow's theory concerning a "hierarchy" of human needs. You will need to adapt this concept to the level of your students as you present the information. You may want to refer to the following explanatory notes as you direct the discussion.

HUMAN NEEDS

Physiological Necessities --- (physical needs) the need for food, shelter, etc.

Safety --- the need to be safe from harm.

Belongingness --- the need to be a part of a group - family, friends, etc.

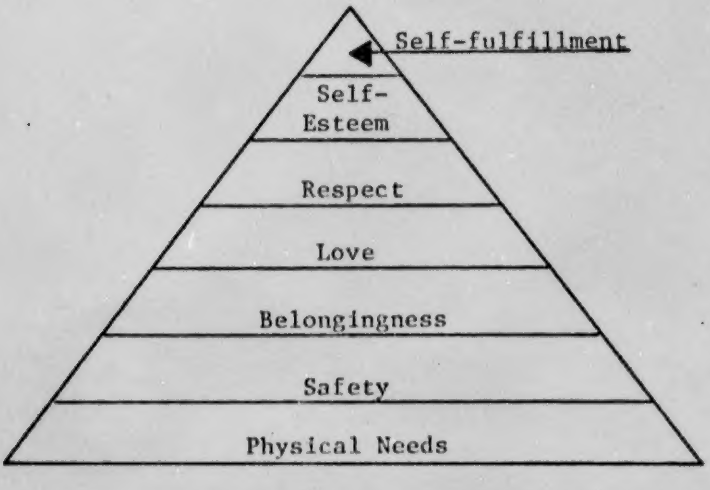
Love --- the need to give and receive love.

Respect --- the need for others to recognize us as a worthwhile individual.

Self-Esteem --- the need to feel important and worthwhile.

Self-Actualization --- (self-fulfillment) the need to become all we can become.

A) Copy the diagram which follows on the chalkboard. It can be drawn very simply, but draw it large enough to write in the appropriate titles. You may wish to ask the students to copy the pyramid on sheets of notebook paper.



B) Write in the titles of the needs, beginning at the base of the pyramid. Encourage the class to contribute thoughts on what each level means; as you print "physical necessities" ask if they can name several of these. Then let them print that level on their own sketch, if the are making one. Continue with each level, printing it in as you discuss the level of need with them. Point out that it is believed that people do not feel the need to move to a higher level of need-satisfaction until they have had the lower levels of need met.

C) Summarize the discussion by asking the following questions:

1) Why are these needs important?
2) How can these needs be met?
3) Which need is most important to you now? How can you satisfy it?

2. A) Following the activity above on Maslow's Hierarchy of Needs, remind the class that:

1) All human beings have the same basic needs.
2) People have to learn to work together to fulfill their common needs.
3) A community works together to meet certain needs.

B) Divide the class into three or four groups and ask each group to discuss how the following needs are met in their community. Ask each group to select a secretary to record the ideas of the group and report to the class.

1) Food
2) Water
3) Shelter
4) Clothing
5) Education
6) Protection
7) Recreation
8) Medical Care

C) Ask each group to select the three needs they consider most important. Have them give reasons for their choices.

D) After the group reports, ask the class if there are other basic needs besides the eight they discussed.

3. A) Make copies of the chart which follows and give a copy to each student.

Directions: We all eat, rest, play, and work. The amount of time that we give to each of these activities changes. Here is a chart for you to fill out. Put in the amount of time each person is likely to spend at each activity.

WHO	REST	EAT	PLAY	WORK
Small Baby	16 hours	3 hours	5 hours	
Six-year old				
Eleven-year old				
Sixteen-year old				
Fifty-year old				
Seventy-year old				

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

B) Have the students read the directions and fill in the chart. Students may need to take the chart home and do some research before they are able to complete it, or they may need to estimate. Have students who have family members of each age check to see how correct their estimates were. After the chart is complete, have the students answer the questions below:

1) At what age does work cut down on the amount of time available for the other activities?
2) Why does the amount of time spent on some activities change?
3) Why does the amount of time spent on some activities stay the same?

C) Discuss: For a grown up, which two of the four things on the chart probably have not changed much in the last hundred years? Which have changed a great deal?

Talk about: Do you think there will be much change in the next hundred years in the distribution of time for each of these activities?

4. Discuss the following concepts with the students:

Everyone needs food and rest, but in different amounts at different times. Have you ever noticed how much a new baby sleeps and how often he eats? Some people may not seem to need as much food and rest as others do. Only the individual himself knows whether or not he is getting enough food and rest. Not taking care of needs may affect behavior.

You may have noticed that you get angry more easily when you are tired or hungry. Other people do, too. Baby fusses when he is hungry. Little brother whines when he has been walking for a long time and is tired. But do people always get angry or upset when they are hungry or tired? No, but there is a greater chance that a person may become angry or cross when he is tired or hungry than when he is rested and well fed.

A) Read the following story about Susan and Mary to the class:

Susan and her family spent the weekend in another city. They drove to the city on Friday night after school and did not return until very late Sunday night. Susan dozed in the car, but she did not sleep well. It was almost midnight when Susan finally got to bed because her mother had asked her to help unload the things the baby needed. Susan fell asleep right away.

Monday morning Mother had a hard time getting Susan up and dressed for school. Susan grumbled and even whined about going to school, but her mother insisted.

When Susan finally got to school, her friend, Mary, who was waiting for her, said, "Tell me about your trip, Susan." But Susan just walked away, saying, "There isn't anything to tell. Why don't you let me alone?"

B) Discuss the story by asking students the following:

Which guesses do you think Mary might make about why Susan acted cross?

1) "I guess Susan doesn't like me anymore."
2) "Susan gets cross when she's sleepy, so I guess she's acting this way because she didn't get enough rest on the trip."
3) "Susan's always going on trips, so I guess she's getting stuck up about it."
4) "I guess Susan's trip was pretty boring."

C) Discuss with students the following questions:

1) What do you think Susan might have said if she was not so tired that morning?
2) Can you think of a situation where you felt grumpy because you did not have enough sleep?
3) Have your parents ever come home from work and said something like, "Today was one of those days."? What did that mean? How did your parents act?
4) Have you ever been unable to eat something when you were very hungry? How did that make you feel?
5) Have you ever been soaked by a sudden rain storm on a cool day? How did it feel to have your clothing completely drenched?
6) Can you think of any other situation where the way you acted was affected by one of your needs not being met?

5. Discuss with the students the fact that because people are different, they will vary in how they meet their needs. Use the following example to illustrate this fact.

A family living in the jungle would need quite different clothing and housing from a family living in a cold, northern climate.

A) Define basic or primary needs as physical needs and secondary needs as social needs. (Refer to Maslow's chart.)

PHYSICAL NEEDS include the need for things to protect your body and keep it healthy. These needs include food, housing, clothing, and rest. All people require sleep, air, food, and exercise. Without these needs being met we could not exist. An obvious example is the need for air. Without air there would be little concern for other needs. (Therefore, physical needs are more important than mental or social needs.) These physical needs are the first needs that people try to meet. Physical needs may be thought of as "survival needs" because unless they are met, you would not exist.

SOCIAL NEEDS are those needs that involve a relationship with other people. At school, work or play, people find themselves in groups. Each person has a reason for being with people. Social needs include: the need to belong, the need to love and be loved, the need to help others, and the need to share personal feelings.

GOAL IV, OBJECTIVE B: The student will be able to identify ways in which some needs change as the individual goes through stages in the growth cycle, while other needs remain the same.

B) Divide the class into small groups and have each group make two posters from magazine pictures. One poster should show basic needs and the other secondary needs. Have each group explain and display the posters.

6. Have the students look up the meaning of "secure" and "insecure" in the dictionary. Discuss with them what these words mean when they refer to human feelings.

   Discuss the fact that because all people are different, different things are important to them at different times. Knowing that they can work out their important problems or get the things they need gives them a feeling of security.

   Examples:

   A) Drinking warm milk when she is hungry makes Baby Michelle feel secure.
   B) Jim Gang says, "Having lots of pals makes me feel secure."
   C) Mary Lochs says, "Having a place for my things that my sister cannot get into makes me feel secure."
   D) Mr. Smart says, "Knowing I can learn a new job skill if I need one makes me feel secure."
   E) Mrs. Smiles says, "Knowing my family is happy and healthy makes me me feel secure."
   F) Mrs. Able says, "Knowing I can take care of my family's needs makes me feel secure."
   G) Mr. Ready says, "Knowing I have prepared for emergencies makes me feel secure."

7. A) Discuss with the students that knowing you belong to a group and can do your part can help you feel secure. You not only want others to like you, but you also want to feel that you have something worthwhile to give to others. It helps you feel secure if you know that you can do your part in your family, your class in school, or your various clubs. What other groups do you belong to that help you know that you are liked and that you can do your part?

   B) Point out to the students that no one can feel secure about everything all the time. Discuss the following cases to illustrate this point, asking the class to try to guess the answers as to what would make each person feel more secure.

   Case A: Tim's family is happy and loving. He has plenty of food, rest, and physical activity. But he is not popular at school. He thinks he would feel secure if...

   Now suppose that a year has gone by, and the situation has changed.

   Tim's teacher, noticing that Tim felt friendless, asked the principal, Mr. Smith, to give Tim a little help after school in how to make friends. It did not happen overnight, but after awhile Tim became more popular with his classmates. He

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felt more secure and no longer worried about being friendless. Then he began to have trouble with long division and started to take home papers with red X's on them. His parents were disappointed. Tim thought he would feel more secure if...

Case B: Lucy always has friends who think she is great. She loves to go to school because her friends are there, and she can do her school work well. But her father has left the family, and her mother is away at work most of the time. Lucy thinks she would feel more secure if...

A year later, Lucy's situation is different.

Lucy's father and mother went to a counselor who helped them learn to live together happily again. Then Lucy felt secure about her family, and one cause of insecurity was removed. Then the family next-door bought a big dog. The dog had never bitten anybody and was not going to, but as Lucy started to school, the dog came out and barked and scared her. She spent a lot of time trying to figure out how she could fool the dog and get down the block before he saw her. Even though she was not in any danger, Lucy thought she would feel more secure if...

Case C: Mr. Cook is the richest man in town. He had to go to work when he was very young, so he could not go to school very long. Now most of the people he knows are well educated. Sometimes he thinks they laugh behind his back because he does not speak English very well and does not have fine manners. He thinks he would feel secure if...

But then later on, things changed for Mr. Cook.

Mr. Cook wanted to become better educated, so he started going to night classes. He was very embarrassed to be so much older than the other students, but he kept at it and graduated from high school. People thought he was really something special to have the courage and determination to do such a thing. Graduating made Mr. Cook feel more secure. He was very pleased when a front-page story about his graduation appeared in the newspaper. Then he looked at his picture beside the story. "Good heavens," he said, "I didn't know I was that funny-looking! How can anybody like me if I look like that?" So he bought some new clothes and a wig to cover his bald spot, and suffered a great deal trying to get thinner. He thought he would feel more secure if...

C) Summarize by discussing the following with the students:

> If you feel insecure about something, it may help you to know that everyone feels insecure sometimes. Once you take care of your greatest security need, you usually forget about it and begin trying to take care of the next greatest need. Suppose a person has been so poor that he could not take care of his need for food and clothing. Finally he got a job that paid enough to buy food and clothing. When he no longer felt insecure about that need, he could begin to think about other things he wants to change.

8. A) Discuss with the students the fact that people need to feel that they count for something and are worthwhile. Point out that different things make different people feel that they count for something. Have the students volunteer ways in which people may get the feeling of being worthwhile or of counting for something. Some ways they might suggest are:

Being able to do useful things
Being able to earn their own money
Being well liked
Helping other people
Having special skills or talents

B) Discuss with the students that a person's choice of ways to feel worthwhile is often affected by different factors. Then read the following article.

> Not everybody is good-looking or rich. Everybody has some skill or talent. But all people can try to think of ways of feeling worthwhile that suit them and ways that other people will accept. It sometimes takes quite a while, however, to find a way to count for something that is suitable and that other people will like.
>
> When America was young and unexplored, people did not yet know what the land was like. It took time for people to find the good farm country and the gold, silver, and other riches hidden in the unexplored land. The same is true with people. When a person is young, he has not yet really had time to find all the skills and talents hidden in himself.
>
> Perhaps you have not yet discovered the best way you can count for something. The discovery may take time, and it may not come all at once.

Then read each of the following brief stories, discuss them with the class, and ask if anyone can add a similar story.

1) Bert was smaller than the other boys in school. They joked a lot about his size. Bert was a good baseball player, however, and practiced hard. He developed his ability so well that size was not a factor when a professional baseball team drafted him to play.

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2) Jill was very tall. Then she tried to walk well and dress attractively so that people would not notice how tall she was. When she grew up, she found that being tall and slim was just what people wanted in a model. Knowing how to walk well and dress attractively also helped her.

3) John had so much trouble with his studies that he had to go to special classes. At home, to make himself feel better, he made model cars. His parents encouraged him. When he grew up, he learned to fix cars. Now he owns his own garage.

9. A) Discuss with the students the idea that all of us need to feel that we are important and have a special way of "counting for something." Ask students to think of things that they can do that make them feel important or that they "count for something."

B) Distribute the following handout, which includes descriptions of children who use unacceptable ways of "counting for something."

1) Jane's two older sisters always get excellent grades in school. Jane studies very hard, but she does not seem ever to get grades as good as her sisters' grades. Finally, Jane decides she will bring some of the test answers to class with her on a slip of paper. Jane's test grades increase and she feels as important as her sisters.

2) Ronnie just moved to a new neighborhood and wants to make friends with the children on his block. He decides that giving the other kids some candy would be a good way to get to know them. He goes into the local grocery store and when no one is looking he takes several candy bars off the shelf.

3) Marsha is always telling her friends about all of her new clothing and her new toys. She always says that her things are better or newer than everyone else's things. Marsha does not understand why no one will come to her house to play with all of her wonderful toys.

4) Billy has always been the tallest boy in his class. He usually will push his way to the front of the line when waiting for the school bus. Even though Billy is so tall, no one wants him to play on their basketball team.

5) Glenda is always talking about her father who she says is a famous consultant for the space program. However, her next door neighbor knows that Glenda's father is a traveling salesman and that is the reason he is away a lot. The children do not know what else that Glenda says is untrue.

C) Discussion questions:

1) Why did Jane decide to cheat on her school exam? What else could she have done?

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2) What other ways could Ronnie have made new friends besides stealing the candy? What do you think the neighborhood kids would think if they knew Ronnie had taken the candy?
3) Why do you think Marsha bragged so much? Can you think of something else Marsha could do to help her feel important?
4) Why didn't anyone want Billy on their basketball team? How do you think Billy could change in order to have more friends?
5) Why do you think Glenda said her father was a consultant in the space program? Do you think the other children were concerned about what job her father did?
6) Can you think of anytime you did something that was not acceptable in order to "count for something." Can you think of a better way to handle it now?

GOAL V. To assist students in improving their skills in getting along with others.

Instructional Objectives:

A. The student will be able to discuss the factors which affect interpersonal relationships.

B. The student will understand and practice skills which promote effective interpersonal relationships.

C. The student will demonstrate awareness and acceptance of ways individuals can differ from one another.

NOTES TO THE TEACHER:

This Goal is concerned with interpersonal relationships -- helping students learn how to get along with others. You will observe that implied in the objectives, the sample learning outcomes and the activities themselves is the belief that improving skills in communicating with others is extremely important. Through use of these activities, you can help the students avoid misunderstandings and avoid being misunderstood, thereby reinforcing the other goals of "Dimensions for Living" as well. You may find additional activities under Goal II and Goal III that are useful.

Since much of this Goal is concerned with communications skills, it should be remembered that your own example will serve as an important model. Here again Dinkmeyer's suggestions to help parents in communicating with their children are equally useful for teachers.[1] In describing how to become an effective listener, he says:

> "The sort of communication we are aiming for is based upon mutual respect. 'Mutual respect' means...accepting what the other person says. You may not agree...but you can demonstrate that you accept their feelings.
>
> Becoming an effective listener requires concentration. It involves establishing eye contact and a posture which says, 'I'm listening.' Sometimes good listening requires us to be silent. Sometimes it requires us to respond."

Reflective listening, according to Dinkmeyer, calls for grasping what the child feels and means, based both in his words and his facial expressions. By reflecting back to the child what he seems to be expressing, you can help him feel understood. As your own skills in reflective listening develop, you demonstrate for your students one vital aspect of communications.

A second skill, one very ably discussed in Gordon's Parent Effectiveness Training, is learning to convey your own feelings to others without being accusing or placing blame. Gordon calls this using "I-messages," since it consists of your stating in the first person how you feel. "I-messages" are a means of identifying to another person the behavior which is disturbing, explaining how that behavior makes you feel, and the consequences of such a feeling.

Many people feel self-conscious at first in using "I-messages" or feel that it is a contrived and artificial approach, but if you will experiment with this approach for a day or two, you should soon find it seems quite natural.

For example, you might say to several students who are being noisy and disrupting the class, "I feel very impatient when you make so much noise, because it slows down our class and that means we don't have time to finish our work today before it is time for lunch." Whether you are discussing group or individual behavior, it is a good principle to limit your critical remarks to the behavior itself, and to avoid applying unfavorable comments to the students themselves. Don't say, "Johnny, you're being too noisy." Instead, say, "Johnny, when you make so much noise, it is hard for the other children to hear me, and it makes us all feel cross."

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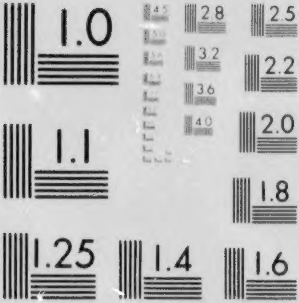
[1] Dinkmeyer, op. cit., pages 47-48.

While you probably would not use the word "communications" with younger students, you can convey the concept of interpersonal communications to them if you use one or more examples from the various media. For example, explain that for a radio message to be successful, it must have not only a sender who knows how to deliver his message, but also a receiver who actually receives--and hears--the message. Whether you use CB radios or televisions to illustrate the idea, you can made the point that human beings exchange their thoughts successfully only when the one "sending" has a message that can be understood, and when the one "receiving" is actually listening.

When classroom communications break down, try to find out, with the help of the class, what caused the poor communications. You may find that you need to accept the responsibility, if your own message had been poorly sent. If, on the other hand, the difficulty seems to lie with their poor listening or inattention, note that matter-of-factly, and treat the situation as one to be solved together.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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS 1963-A

GOAL V, OBJECTIVE A: The student will be able to discuss the factors which affect interpersonal relationships.

Sample Learning Outcomes:

- Be able to describe at least two kinds of behavior which affect relationships between people favorably, and two kinds which affect them unfavorably.
- Reflect in his behavior toward others in the class that he has a growing awareness of how he is getting along with others.

ACTIVITIES

1. A) Show the film, "Free To Be...You and Me, Friendship and Cooperation." (See bibliography.)

   B) Use questions such as the following in a discussion:

      1) What kinds of things do you look for in choosing friends?
      2) What's the difference between a friend and a very, very close friend?
      3) If you are a girl, can your very close friend be a boy and vice versa?
      4) What does it mean to "get along"?
      5) What can you do about hard feelings?
      6) How can you best mend a misunderstanding?

2. Write the following sentence stem on the chalkboard and ask the students to write as many endings as they can that will complete the sentence.

   "My ideal friend would..."

   After the students have completed their sentences, divide the class into three or four small groups to discuss and share their sentences. Ask each group to make a list of their sentences on poster paper to be displayed in the room.

3. A) Using the techniques for a class meeting, gather the class in a circle if at all possible, and initiate a discussion of the kind of behavior which we especially like in others. You may want to ask one or two of the students to act as recorders and have them write down key words on newsprint or the chalkboard. Develop as many suggestions as possible, and then give the students opportunity to talk about any of the items. Ask them to expand their ideas by adding a phrase. For example, "I think friendliness is important because a friendly person makes us feel good."

   B) Ask the students to follow the same procedure, listing things in others' behavior which bother them. (While this part of the activity could be a negative period, it also offers students a chance to learn about kinds of behavior which they might want to avoid. You can keep it from being painful if you do not permit any references to individuals who have shown the undesirable behavior.) Suggestions for the two lists might be as follows:

GOOD WAYS TO BEHAVE	NOT-SO-GOOD WAYS TO BEHAVE
Shares special treats	Brags about family possessions
Is a good team player	Tells mean things others say
Acts cheerful and friendly	Tries to copy others' work
Can keep a secret	Complains a lot

C) After both lists have been completed and discussed, tell the students to take two minutes to look at each item on the favorable list and ask themselves whether they can say that they show that kind of behavior at least part of the time. Then have them look at the undesirable list, and decide whether they are occasionally guilty of any of those actions. Summarize by pointing out that, by stressing good behavior and trying to reduce undesirable behavior, everyone can improve the kinds of relationships he has with others.

4. A) Brainstorm with students the meaning of the word "Trust." Ask students for examples of individuals whom they have trusted.

B) Have the students read the following vignettes and discuss the questions that follow.

1) One afternoon Billy came in from playing ball just in time to see his older brother closing their mother's change purse.

"Hey Tom, what are you doing?" asked Billy in a surprised voice.

"Oh, I'm just taking some change. Mom never notices when its gone," answered Tom.

"But Mom always gives us money when we ask her. Why are you taking it?" asked Billy.

"Oh, this is just a little extra," said Tom in an angry way. "I suppose you'll be a squirt and tell her!"

a) What would you do if you were Billy?
b) How do you think the boys' mother would feel if she found out about Tom taking the money?
c) Do you think the mother trusted the boys? Will she still trust them if she learns about Tom taking the money?
d) Why do you think Tom took the money?

2) Every afternoon, when all the other boys were playing ball, Frank was never around. One day his friend Jack said, "How come you never play with us? We could sure use an extra man on the team."

Frank said, "Well, it's sort of a secret. Can I trust you?"

"Sure," said Jack eagerly, "what's up?"

Frank looked very proud and said, "Every afternoon I take ballet lessons. One day I'm going to be a great dancer."

Jack said, "You're kidding!" and walked away.

The next day in school all of Frank's friends began calling him "twinkle toes." The more they said it, the more upset Frank became. When he had a free moment with Jack he said, "Hey, some friend you are. I thought you could be trusted with my special secret."

a) How do you think Frank felt when he realized that his secret had not been kept?
b) Why do you think Jack told the secret?
c) Have you ever been asked to keep a secret? Did you?
d) Have you ever told someone a secret? What happened?
e) How does it feel when you trust someone and they let you down?

3) Dave really liked his sister's new boyfriend, Paul. When his sister was getting ready for a date Paul usually talked to Dave about school or his race cars. One day Paul said, "Hey, Dave, I just found out that your sister has a diary."

"Yup," said Dave, "she does."

"Do you know where she keeps it?" asked Paul.

"Sure do," said Dave. "Hey, do you want to see my new car?"

"Nope," said Paul, "but I sure would like to see that diary sometime. Could you help me out, buddy?"

a) What would you do if you were Dave?
b) How do you think Dave's sister would feel if she knew that Paul wanted to read her diary?
c) Why do you think Paul wants to read the diary?
d) If you were Dave would you tell your sister what Paul had asked?

5. A) The following activity is one to be done on a pleasant day on the playground of the school. The class is divided into pairs and each pair is given a blindfold. (These can be made from old scarfs or men's handkerchiefs.) Each student will have the opportunity of both leading and being led on a "sensational sensation walk." The person leading is responsible for exposing the person blindfolded to many different tactile and sound experiences. He is also responsible for being careful that his follower does not get hurt. After the walk is complete the roles are reversed. Encourage students to trust their leader, to remain calm, and to try to imagine where they are being led, what they are feeling, and hearing.

B) After the class has come back inside, discuss the following:

1) Did you prefer leading or being led? Why?
2) What was it like to put your trust in someone else?
3) Are there times in daily living when we need to put our trust in someone, even if we are uncertain of the consequences? What are some examples?
4) What does the expression "blind trust" mean?

6. A) Make a set of flash cards with different adverbs on each one. Some possible choices might be: proudly, angrily, hurriedly, timidly, lovingly, happily. Students may brainstorm and add to the list. Allow each student to select one card without allowing the rest of the class to see it. After examining the card the student may choose "props" in the classroom to help him convey the word on his card. The rest of the class must guess what his word is from his actions (allow a set amount of time for each student).

B) After each student has had a turn, lead a discussion about how we communicate with our facial expressions and body language.

7. (GRADE 6) A) Divide the class into groups of six to eight students with at least one observer for each group. Place a box of Tinker Toys[1] in the middle of each group. Tell the class, "You are to plan and build a structure of Tinker Toys which will be judged for height, stability, beauty, and good use of materials. The time limit for the entire activity is sixteen minutes. These are the rules:

1) During the planning period you may talk, but you may not touch the materials.
2) During the building period, you may touch the materials, but you may no longer talk with each other or communicate in any other way than sign language.
3) Your planning period must be at least five minutes, but may not be more than ten minutes.
4) You may begin building at any time after the first five minutes, but once you begin to build, you no longer may talk, and you may not go back to the planning stage.
5) You will be notified at the end of five minutes, ten minutes, and fourteen minutes.
6) When I give the signal the observer will empty the Tinker Toys out of the box, and the timing will begin."

B) Be sure the observers understand that they are to prevent any touching of materials during the planning stage, and to caution against any illegal communication during the building period. You will need to maintain a careful time watch.

C) At the end of the building period, allow a few minutes for students to look at the creations made by other groups, and then gather the class for a large group discussion of their experiences in communicating with one another during the exercise. Encourage them to compare notes between groups about how they solved problems such as: who was the informal leader, who suggested a design idea, what plan if any was suggested, and how was teamwork developed. You may want to ask questions such as: How does it feel when someone "takes over" the leadership and just tells everyone else what to do? How does it feel to make a suggestion which no one likes?

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[1] See bibliography.

8. Write on the chalkboard some specific tasks for students such as those listed below:

   A) Play a game.
   B) Clean up the room.
   C) Dance.
   D) Listen to some music.
   E) Read a book.
   F) Watch the class animals.

   Have the students perform each task alone and then repeat the task working cooperatively with another student or a small group of students. Ask students to compare the two performances of the task by completing and discussing the following chart for each task:

ACTIVITY	ALONE	WITH SOMEONE
More fun		
Easier		
Took longer		
Problems occurred		

9. Ask the class to divide itself into groups of five. After the grouping is complete, tell the class that any group with five members no longer qualifies--they must now make groups of four. (There will be feelings of rejection; some will try to solve the problem by using "one potato, two potato;" some will volunteer to leave; some may assume leadership and exclude another student.) After the selection takes place, ask the following questions:

   1) How did you feel when asked to get into groups of five?
   2) How did you feel when asked to reduce your group from five to four?
   3) How did you feel when you were still in the group? (Ask only those in the original group.)
   4) How did you feel when you were rejected? (Ask those who had to leave the original group.)

10. Read the following to the class and discuss the questions included.

    Stephanie was riding home from school with her friend Mollie when she noticed a small gold key on a delicate chain around Mollie's neck. She then remembered that she had seen Peggy wearing the very same kind of key that morning in school.

"Where did you get that necklace, Mollie?" asked Stephanie. "I think I'd like to have one, too."

"Oh," answered Mollie, "not everyone can have one of these. It's only for members of the secret key club."

Stephanie thought for a moment and then she said quietly, "How do you join?"

"Well, silly," said Mollie, "it wouldn't be a secret club if I told you!"

Just at that moment the school bus reached Mollie's street, she got up with a bounce and said, "See you tomorrow, Stephanie," and left.

Discussion questions:

1) How do you think Stephanie felt when Mollie got off the bus?
2) Have you ever wanted to be a member of a group and not been allowed to join? How did it feel to be left out?
3) If the club was really a "secret club" would Mollie have told Stephanie about it? Why did Mollie want to belong to an exclusive group?
4) What could Stephanie do to deal with her problem?

11. A) Read the following story to the class and lead a discussion using the questions that follow. The story focuses on a dangerous dare posed to a boy who wants to become a member of a secret club.

"THE ROUGH RIDERS'S DARE"

by Pamela J. Barr

Marvin had been invited to join the Rough Riders secret club. He had wanted to belong to the club since moving to Little Prairie a year ago. He had been told he would have to fulfill some entrance requirements, and that he must be certain not to tell anyone where he would be during the initiation ceremony.

At last it was the day for the initiation ceremony to be held, when he would officially become a member. Marvin nervously walked behind the city dump where the meeting was to be held. All of the members were already there, wearing their Rough Riders t-shirts. Marvin could already imagine how he would look in his.

The president of the club called the meeting to order and said, "Marvin, we are here to initiate you as an official member of the Rough Riders Club. Are you ready?"

Marvin gulped and said, "Yes, Mr. President."

"Well, the first thing you are to do, is to take these coke bottles and smash them against those rocks over there."

GOAL V, OBJECTIVE A: The student will be able to discuss the factors which affect interpersonal relationships.

Marvin walked over to the bottles and threw all of them as hard as he could. The glass made a loud crashing sound as it broke on the rocks. Marvin wondered if he had passed the initiation test. Then the president walked over to him and said, "Now Marvin, I dare you to take off your shoes and socks and to walk across the rocks where you just threw the bottles. After you do that you will be a full-fledged member of the Rough Riders."

Marvin looked at all the members of the Rough Riders without saying a word. Then he looked over at all of the broken glass and could imagine how it would feel as it cut his feet.

He cleared his voice and said...

B) Discuss the following questions:

1) What do you think Marvin said?
2) What would you have done if you were Marvin?
3) Why do you think Marvin wanted to become a member of the Rough Riders?
4) Have you ever accepted a dangerous dare? How did you feel?
5) Have you ever dared someone to do something that you knew was dangerous?
6) What is the difference between being dared by yourself or being dared by others?

GOAL V, OBJECTIVE B: The student will understand and practice skills which promote effective interpersonal relationships.

Sample Learning Outcomes:

- Give evidence in his behavior at school that he is making an effort to maintain good relationships with others.
- Be able to report efforts he has made at home to maintain good family relationships and evaluate the success of his efforts.
- Be able to talk about the principles of good communication.

ACTIVITIES

1. A) Have students brainstorm a definition of communication. When agreement has been reached, write the definition on the chalkboard. Emphasize to the class the giving and receiving of messages both verbally and nonverbally.

   B) Present the following situations to the students and ask them to describe how they would attempt to communicate in each:

      1) You are in a foreign country and do not speak the language. You need to buy safety pins.
      2) There is no one at home but you, and you have completely lost your voice. The telephone rings.
      3) While traveling alone in a foreign country, you suddenly become ill and need help.

   C) Assign each student to write a similar situation to present to the class for discussion.

2. A) Inform the students that they will participate in an experiment about communication. As the experiment is conducted they should observe closely, because they will be asked to share their observations with the class.

   B) Select two students from the class and seat them facing each other in the front of the room. Instruct each student to talk about himself (or read a paragraph to the other student) as soon as you give the signal. They should continue talking, do not stop talking, until you give them the signal to stop. (Both students will be talking to each other at the same time.) Allow the students to talk this way for one minute and then stop them. After stopping the students, ask each to tell what the other student said to him/her. (Most students will not be able to tell you because it is difficult to listen and speak at the same time. This is what you want to happen.) Thank the two role-players for doing exactly what they were asked to do. Some students will need reinforcement or reassurance that they did not fail.

   C) Ask the other members of the class to share their observations. Have the class make a rule or principle about communication based on the experiment and write it on the chalkboard. The statement should be similar to: You cannot listen and talk at the same time.

GOAL V, OBJECTIVE B: The student will understand and practice skills which promote effective interpersonal relationships.

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3. A) Tell the class that one common kind of misunderstanding occurs because someone does not understand directions, or the directions he is given are not given clearly. They are going to test out this idea.

   B) Ask the students to place a sheet of paper and pencil on their desks and then fold their hands on their laps. Ask for a volunteer to lead the exercise. Have him/her come up to the front and give precise directions to the class for drawing a line. They are to do exactly what he says--only what he says. (It is very difficult to give such directions; for example, the student has to remember to give instructions for unfolding the hands and getting them on top of the desk before anything else.) Using one student as a model to test out instructions, have the class help develop a step-by-step procedure for the line-drawing operation.

4. Discuss with the students the importance of careful listening as a key to good communication. Introduce the concept of "clarifying" what you have heard. This is a method of checking with the speaker that what you heard him say is consistent with the message he wanted to send.

   A) Instruct each student in the class to write down a message, dealing with making arrangements to meet a friend after school. The message should be two or three sentences long.

   B) Divide the class into groups of three. The three members of the group will each have a chance to be speaker, receiver, and observer. The speaker will convey his message to the receiver. The receiver will then "clarify" the message, by checking his understanding of the message with the speaker. The observer will listen to both the message being sent and the clarification. He will then confirm if his reaction to the message was the same as the receiver's. Repeat the process so that all three students have participated in each role.

   C) Discuss the following with the class:

      1) Which activity did you prefer - sending the message, receiving it, or observing?
      2) What does it mean if we say someone is a "good listener"?
      3) What does the saying, "We hear what we want to hear," mean?
      4) Is it possible to listen well while doing other things? Explain.

5. Select six or eight students from the class and ask them to stand outside in the hall until you ask them inside the room. When the six or eight students have left the room, instruct the other members of the class that you will call in student No. 1 and read him a short story that he will tell to student No. 2, who will tell it to student No. 3, etc. Ask the class to observe what happens during the retelling of the story and be prepared to share their observations with the class at the end of the experiment. (You may want to give copies of the story and observer's report form to the observing members of the class.)

Call in student No. 1 and read him the story. Then ask him to tell the story to student No. 2 when he comes in the room. He cannot ask or answer any questions. Call in No. 2 and instruct him that student No. 1 will tell him a story that he will retell to student No. 3. Continue the process until the story has been told to all of the participants. Then read the story again to all of the students or give them copies of the story. Ask the participants if there was a difference in the story read and the one they heard. If there was, ask them what could have caused it. Then ask the other members of the class for their observations. Have the class make a rule or a statement about communication and write it on the chalkboard.

SUGGESTED STORY

Yesterday, when I was on the playground, I saw three boys, Timmy Green, Jimmy Brown, and Fred Jones, push another boy, Jackie White, into a corner and take his ball away from him. Jackie began to push Jimmy back, and then they all started to fight. Jimmy Brown fell and hit his head on the cement. A girl ran for help. Mrs. Wheeler, the fifth grade teacher, came running out to see what was wrong. Then the school nurse took Jimmy, who was bleeding, with her, and the principal marched the other boys to the office. Two boys were sent home. I went to the nurse's office to see how Jimmy was doing.

Observation Report Form

Directions: For each repetition of the story, note any additions, subtractions, or distortions from the previous story.

First repetition:

Second repetition:

Third repetition:

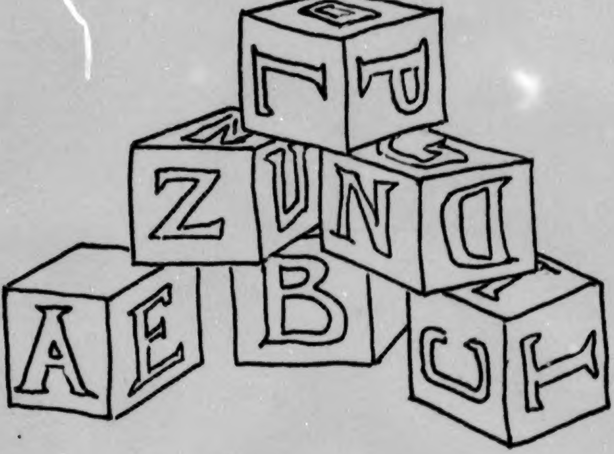
Fourth repetition:

Fifth repetition:

Sixth repetition:

6. A) Emphasize one-way and two-way communication and the importance of feedback to the students by implementing the following activity. Bring to class two identical sets of wooden building blocks. Select two pairs of students. One student in each pair is to be "Sam/Sally Sender" and the other student "Robert/Roberta Receiver." Ask one pair to go first and give the receiver in that pair six blocks. Then build a structure also using six blocks which only the sender is permitted to see. "Sam/Sally Sender" then tells "Robert/Roberta Receiver" how to arrange his/her blocks to duplicate the structure built by the teacher. Set a time limit for the task. Instruct the students that only the sender may talk and he/she must sit turned away from the receiver so that he/she cannot

see how "Robert/Roberta Receiver" arranges the blocks. Point out to the class that this is an exercise in one-way communication and discuss what difficulties or frustrations they experienced during the activity.



B) Repeat the activity with the second pair of students building a different structure, but this time allowing "Robert/Roberta Receiver" to ask questions that "Sam/Sally Sender" may answer. Ask students if they felt differently about using two-way communication. Was it less difficult and less frustrating to duplicate the structure when questions could be asked and answered (feedback)?

Other pairs of students may wish to try the same experiment.

NOTE: This activity can be made more complicated (to adapt to the needs of your students) by increasing the number of blocks used, or by using alphabet blocks where the arrangement of the letters is also a required part of the activity.

7. A) Discuss with the students the concept that much of what we communicate is done through non-verbal signals such as body language and facial expressions.

B) Poll the class and determine an evening television program that the majority of the students watch. Assign students the task of watching the first five minutes of that show without the audio portion of the show. Have the students jot down what they believe took place during the five minutes when the sound was off.

C) Have them bring in their notes the following day and compare. (The teacher may wish to watch the show with the audio portion on in order to determine what actually took place.)

NOTE TO THE TEACHER: You will find under Goal III, C, a detailed discussion of the filmstrip, "Brothers, Sisters, Feelings and You." The filmstrip and activity may also be relevant for use in this Objective.

GOAL V, OBJECTIVE C: The student will demonstrate awareness and acceptance of ways individuals can differ from one another.

Sample Learning Outcomes:

- Be able to express an opinion or engage in activities which are different from others in the classroom.
- Demonstrate tolerance for others who are different from him in some significant respect.
- Be able to discuss the negative effects of prejudice as it affects himself and in its effects on others.

ACTIVITIES

1. A) Divide the class into pairs and ask each student to discuss the following topics. Allow 5-8 minutes for discussion.

   1) What I like to do for fun.
   2) My favorite foods.
   3) My favorite TV shows.

   B) After the discussion, ask the students to share the things they had in common with their partner.

2. A) As a follow-up to the preceding activity, divide the class into three or four small groups and ask each group to discuss topics similar to those above or below:

   1) My favorite subject is...
   2) I like people who...
   3) I dislike having to...
   4) I wish I could...
   5) When I grow up I will...

   B) After the group discussion, lead a class discussion focused on similarities and differences found within the group.

   1) Did anyone find he had a choice different from all the rest of his group? Did he agree with them on other things?
   2) Was there anything where everyone in a group agreed?
   3) Were there things where every person in the group had a different answer?

3. Show the film, "Square Pegs, Round Holes," to the class. (See bibliography.) Discuss the uniqueness of each individual and the pressure to conform.

   Summary of "Square Pegs, Round Holes."

   This animated film begins with the birth of a cube. As it grows, it finds it does not like to chase cats like the other kids; it reads books while its parents watch TV, and all in all just is not like its fellow shapes - the cones, spheres, etc., who easily fall into grooves made for them. The influences on him to fit neatly into a hole (media, family, those with causes, etc.) are to no avail. He tries to fit, but all the holes are filled. While passing some houses one day, he realizes they are all houses but that each is unique. Finally, the answer comes to him: he digs his own hole, jumps in, and eventually finds his own unique way of life. (Based on the original story by Phyllis Harvey.) Running time is 7.5 minutes.

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4. Show the filmstrip, Seeing Differences to the class. (See bibliography.) Discuss the following questions.

   A) How are the children in the filmstrip different from each other? How are they alike?
   B) What are the favorite foods of each of the families?
   C) How does each family spend Sundays?
   D) What do the three children in the filmstrip enjoy for fun?
   E) Do you ever eat any of the foods the children in the filmstrip eat?
   F) What does your family do on Sundays?
   G) What do you enjoy doing for fun?
   H) Are you like any of the children in the filmstrip? How?
   I) Are you different from any of the children in the filmstrip? How?

5. Show the filmstrip, Understanding Differences to the class. (See bibliography.) Discuss the following questions.

   A) How is the girl in the filmstrip different from you? How is she like you?
   B) Are the parents of the girl in the filmstrip similar to yours? Different from yours? How?
   C) Would you be willing to live in India? If so, what kind of clothes would you wear? What kind of food would you eat? Why?
   D) Would you accept the girl as a friend of yours? Why? Why not?

6. Write the following statements on the board or give students a copy of them. Ask students whether each statement is true or false. Discuss them with the class and emphasize exceptions.

   A) Jane has red hair. Jane has a quick (hot) temper. Therefore, all people with red hair are quick-tempered.
   B) George is extremely plump. Everyone comments on how good-natured and cheerful he is. Therefore, all fat people are jolly.
   C) Mrs. Brown is a housewife. She likes to watch soap operas every day. All housewives watch soap operas every day.
   D) Linda has fair skin, and she sunburns easily. Therefore, everyone with fair skin gets sunburned quickly.
   E) Mr. Thomas is a college professor. He often forgets things. All college professors are absent minded.
   F) Larry is very good in math. Larry is a boy. All boys are good in math.
   G) Jean is an excellent dancer. She is black. Therefore, all black people can dance well.
   H) Billy has brown eyes. He is the best pitcher on his little league baseball team. Therefore, all brown-eyed boys are good pitchers.

Emphasize the following points to the students:

> People should not apply information about one person or object to a group of persons or objects. This is stereotyping. For example, not all boys are good in math.

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7. A) Read the following story to the class.

"THE TEASERS"

by Marylin T. Copeland

"G-G-G-Go away and l-l-l-leave me alone," yelled Mary Collins angrily at the three boys grinning at her from behind the tall bushes at the side of the house. Tears burned in Mary's eyes and she wanted to say every bad thing she could to the boys but she knew that would only make things worse. She turned to run away but the boys were quicker than she was. They jumped out of the bushes, surrounding her on all sides.

"D-D-D-Don't you l-l-l-like us, Mary?" laughed one of the boys nastily. The other boys snickered at her and the smallest boy, Roger Atby, began running around her in a circle yelling, "Mary can't talk right, Mary can't talk right!" The other boys took up the chant adding, "Mary is a s-s-s-stutterer, Mary is a s-s-s-stutterer!"

Mary darted quickly between two of the boys and ran up the street and into her house. Tears were rolling down her face. She ran up to her room, slammed the door behind her, and sat on her bed. All Mary could think of was how much she hated the boys and how much she hated herself for the way she talked. Mary stayed in her room for a long time that day. Every time she thought about what happened that morning, tears filled up in her eyes.

B) Discuss the following questions.

1) What was the physical problem that Mary had?
2) How do you think this makes it hard for Mary in school? In making friends?
3) How did Mary feel when she was being teased?
4) Why did the boys tease Mary? What do you think about what they did?
5) If you knew Mary, what would you do to make her feel better?
6) If you heard one of your friends teasing someone about a physical problem, what would you do? What would you say to your friend to help him learn better behavior?
7) Have you ever heard someone being teased? (Ask for examples.) How did the teasing make that person feel about themselves?

8. A) Divide the class into groups of seven or eight students. Have each group form a circle. Distribute to each group a set of marbles, which are all the same color except for one. (For example, if the groups are made up of seven students give the group six marbles of one color and one marble of a different color.)

B) Tell the students that you will be playing music in the background. (A record player or radio may be used.) As the music plays, students are to pass the marbles around in a clockwise fashion. When the music stops the student holding the different colored marble is "out." Remove one marble from the group (leaving in the different colored marble) and continue the game until three or four students have been out in each group.

C) After the game discuss the following questions:

1) How did it feel to be left holding the different colored marble and to be excluded from the game?
2) Were the marbles in any way different, besides their color?
3) Can you think of any situations, current or past, where people have been treated like the marbles in this game and excluded because of color?
4) Have you ever been involved in a situation where you wanted to participate in something and could not? How did you feel?
5) Have you learned anything new about yourself while you played the marble game?

9. A) Write the following statements on the chalkboard. These statements are taken from the book A Look At Prejudice And Understanding by Rebecca Anders, illustrated by Maria S. Forra.

1) "The word prejudice comes from two Latin words meaning to 'pre-judge.' When a person is prejudiced, he or she makes judgments about groups of people before getting to know them."
2) "Prejudice keeps people from getting to know their neighbors. People who pre-judge their neighbors are really fencing themselves off from the rest of the world."
3) "People sometimes fence themselves off from their neighbors because they are afraid of the unknown. They want to avoid the hard work of learning about a way of life different from their own."

4) "People who choose friends just like themselves are closing themselves off from a world full of people of many different backgrounds and talents."
5) "Prejudice keeps people fenced in; understanding allows people to branch out and grow."

B) Divide the class into five groups and number them 1 through 5. The group number then corresponds to the number of the quotation on the chalkboard. Each group's assignment is to write a short play that illustrates the meaning of their quotation. The plays should last about five minutes and each group will perform their play before the remainder of the class, once written.

C) After the plays have been performed, discuss with the class what they discovered about prejudice from the plays.

10. A) Read to the class, or distribute in a mimeographed handout, the following situations.

1) Tammy has been playing softball with her brother for the past five years. She wanted more than anything to be on the sixth grade school softball team, but the coach said, "Sorry, boys only."
2) Although Charles had very limited vision, his father had taught him to be an excellent camper and fisherman. Charles wanted to join the

local Boy Scout troop and go on their overnight trips. The Scout leader said, "We would love to have you join, but you would really be happier in the troop for boys with physical handicaps."

3) Juanita's family moved to Florida from Cuba two years ago. Juanita has very excellent grades in school and can read and write English very well. When she speaks she has a Spanish accent, and all of her classmates laugh at her. Juanita would like to have some friends, but she does not know what to do.
4) Brian is the very last person to be asked to play on any sports team. He weighs forty pounds more than he should, and does not run very quickly. The other children usually call him "Tubby" which makes him feel very unhappy. Usually after school he feels so unhappy he goes home and eats a whole box of cookies.

B) Discuss the following questions:

1) What do Tammy, Charles, Juanita and Brian all have in common?
2) Have you ever excluded or made fun of someone who wanted to become a friend of yours? How did you feel after you did that?
3) Why do we sometimes exclude people from activities or groups that we belong to?
4) Have you ever gotten friendly with someone who was different from most of your other friends? Was the friendship special in any way?
5) When people are different from us does that sometimes make us uncomfortable? Why?
6) Is it possible to be close friends with someone very different from the type of person we are? Is it possible to look beyond initial differences for things we share in common?
7) Can you think of different endings to the four statements that might have made the people involved feel more content?

GOAL VI. To increase the students' understanding of the decision-making process and their responsibility for the decisions they make.

Instructional Objectives:

A. The student will examine how his developing awareness of values affects his decisions.

B. The student will demonstrate increasing skill in use of a problem-solving process to reach decisions.

C. The student will be able to discuss and evaluate his decisions in the context of his increasing responsibilities.

GOAL VI

NOTES TO THE TEACHER:

Values are those elements in our lives to which we attach a special importance; they can influence our choices and govern our decisions. Even very young children have a developing set of values, at first usually derived from parents and family, later from association with others and from the individual's own response to his world.

In his book, Deciding For Myself: A Values-Clarification Series, Wayne Paulson makes the point that values are a reflection of "harmony between thoughts, feelings and actions." Many of this guide's activities provide a chance for students to become aware of how their thoughts and feelings affect their actions. As this is better understood, the decisions they make which lead to action - or inaction - can be subjected to conscious scrutiny, and thus permit the student to reach a responsible decision.

One pitfall facing the leader of any discussion of values is the tendency present in most of us to believe that our own values are the best. The activities in this Goal are intended to bring out to the students that people's values need not be the same. Your task, therefore, is not to instruct the students in what their values should be, but rather to encourage them to think sufficiently about some of the areas in which soundly-developed values are important that they may reach an understanding of what their values are at this stage. We recognize that being non-judgmental with your class is likely to be difficult at first. You already know not to reject or "put down" the values of a student, but it may be more difficult to avoid applauding the ones which are close to your own. Try to remember, when discussing what the students value or consider important to them, that approval is a judgment, also, and while it may be gratifying to one student, could seem a rejection of his own outlook to another.

Many of the activities relate to selecting choices which are a reflection of preferences or taste, and are not descriptive of values as such. They do provide the students with experience in identifying their choices, and in recognizing that it is acceptable to hold preferences (and values also) which are different from those held by others.

A second point to bring out through the activities is that values change as we grow older, as circumstances change, as our responsibilities increase, and as our knowledge and experience affect our outlook on what is most important in our lives. Therefore, you would want the students to realize that values are not fixed or static, and that they should be re-examined throughout our lives.

A key section in this Goal relates to decision-making. You have many opportunities daily to let the students make decisions, both as individuals and as groups. Giving them these chances shows your respect for them, and your trust. Of course, not all their decisions will turn out well. This gives you a chance to introduce them to the process of problem-solving, a technique that is as useful in working on a problem in arithmetic as it is in trying to resolve an argument or classroom behavior problem.

If you yourself have the problem-solving steps well in mind, you can help the class through the process one step at a time by asking key questions. After several experiences with this (planning a class outing, deciding who should decorate the classroom door for a holiday, considering how a corner of the classroom could be rearranged), the steps will begin to seem logical to the students, and easy to remember. Thereafter, you can play a less active role, and watch their progress in making decisions for themselves.

With children in the first few grades, the problem-solving process should be kept simple. The following steps should be easy enough for students to use with assistance from the teacher, yet sufficient to introduce them to a rational way of making decisions.

- "What is the problem (question)?"
  Identify the problem or the decision to be made.
- "What are some answers?"
  Gather as many solutions as possible.
- "What is good and unsatisfactory about each answer?"
  Weigh the advantages and disadvantages to the possible solutions.
- "What do we think won't solve our problem?"
  Discard all the impractical alternatives.
- "What do we think might best solve our problem?"
  Decide which of the practical solutions should be tried.
- "What results did we get?"
  Evaluate the results after testing the solution. In some cases further testing of other alternatives may be called for.

Use your own judgment in expanding or eliminating these steps. You might, for example, want to add an information-gathering step if the decision involves where to go for a class field trip. "What do we need to know before we can decide?" Where a problem is concerned with solving a classroom behavior situation, the steps of gathering, weighing and choosing solutions may be combined to some extent, since factual information will probably be less a determinant in choosing a solution.

Clearly, the students' introduction to problem-solving will be quite basic, but it should give them an invaluable means of approaching problems when they are older, and will serve to focus their attention on the fact that many of the actions in our lives are the results of decisions we make.

GOAL VI, OBJECTIVE A: The student will examine how his developing awareness of values affects his decisions.

Sample Learning Outcomes:

- Be able to identify three or four important ways which influence his behavior, and describe specific ways in which they have an effect.
- Be able to discuss at least one respect in which conflicting values make it difficult for him to decide how to behave.

ACTIVITIES

1. A) Introduce the concept of values to the students by discussing the following;

> How you feel about something is determined by how important it is to you. If you have something you really like, it is probably worth a lot to you. Something you do not care much about is probably not worth much to you. Another word for worth is value. Those things you have or believe in, which are worth a lot to you are the things you value. We value freedom because it is worth a lot to us. We do not value smog becuase it is harmful to us.

B) Have the students complete the exercise below:

> Read each of the following statements. Each statement is about objects or places. If you agree with what the statement says, circle the letter in front of the statement.

1) a. It is important to have a good selection of clothing to wear.
   b. Clothing is a necessity, but what kind of clothing we wear is not as important as being neat and well groomed.
2) a. If I was not afraid of getting caught I would shoplift.
   b. I would never shoplift.
3) a. I would rather live in a big city than in a small town.
   b. I would rather live in a small town or on a farm than in a big city.
4) a. Kids who take drugs are really dumb.
   b. Not all drugs are bad.
5) a. If you receive a large gift, it means the sender really likes you.
   b. It is not the gift, but the thought that counts.

C) Discuss: Which of these statements might you ever change your mind about?

2. A) Show and discuss stories from the Growing Up With Values filmstrip series. (See bibliography.)

B) Discuss with the students the decision involved in the stories and the factors that influenced the decision that was made. Ask students if they would have made the same decision and to elaborate if they would have responded in a different way.

GOAL VI, OBJECTIVE A: The student will examine how his developing awareness of values affects his decisions.

Stories in Set #1:
The Burnt Sienna Caper
Irwin Kariotis

Stories in Set #2:
Double Dribble
Five Finger Discount
Happy Halloween

3. A) Discuss the following with the class:

If you went into a store and asked the question, "Do you have any apples for sale?" would you expect a factual answer? It is a fact that the store either has apples or does not have apples. If you ask, "Are your apples good?" you are asking for a value statement. A value statement usually refers to what is best, what is wanted, what is desirable, or what ought to be done. Which of the following questions asks for a statement of value?[1]

1) What is the maximum speed limit in your state?
2) Is your state's maximum speed limit safe?

You are correct if you choose the second question. The first question asks for a factual answer and the answer to the second question is a value judgment. Your judgment is a reflection of how desirable you think the present maximum speed limit is.

Another way of looking at values or value judgments can be illustrated after you respond to the following statements.

1) The maximum highway speed limit should be 65 MPH.
2) The maximum highway speed limit should be 70 MPH.

Your choice of what the maximum speed limit should be is a value judgment. When people make a choice between two ways of behaving, they are making a value judgment. For example, your choice between the following ideas is your value judgment.

1) School is mostly work.
2) School is mostly play.

People make value judgments about their home, school, community, country, work, leisure, and other people. We all have different values.

B) Make copies of the exercise below and have the students complete it:

Here are some Value Statements about people. If you agree with the statement, circle the letter in front of the statement. If neither statement reflects how you feel, do not circle either letter.

1) a. It is important to have one best friend.
   b. It is important to have several friends.
2) a. I would rather be popular than pretty.
   b. I would rather be pretty than popular.
3) a. Everyone old enough to vote should vote.
   b. One person's vote is not very important.

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[1] See bibliography.

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4) a. My family is more important to me than friends.
   b. My friends are more important to me than my family.
5) a. All people should try to be alike.
   b. All people should try to be different.
6) a. You cannot tell what a person is like by looking at him.
   b. You can judge a person by his looks.
7) a. I would rather tell someone what to do than do it myself.
   b. I would rather have someone else make decisions for me.
8) a. A person should always tell the truth.
   b. Telling the truth is not always the best thing to do.
9) a. Left-handed people are not as smart as right-handed people.
   b. How smart a person is has nothing to do with whether he is right or left handed.
10) a. Girls can spell better than boys.
   b. Boys can spell better than girls.

Ask the students to discuss their responses with classmates in terms of the following:

1) Do you agree on everything?
2) Why or why not?

4. A) Write the following statements on the board.

1) a. That teacher always gives a lot of homework.
   b. Teachers who give a lot of homework really care about their students.
2) a. Parents should not always expect their children to clean up their rooms.
   b. Parents often do not understand that their children have different values.
3) a. Mary takes piano lesson every Monday afternoon.
   b. Mary should practice at least two hours every afternoon.
4) a. Marge would rather read than watch television.
   b. Marge should not read so much, she misses all the good shows on television.
5) a. It is better to be a good friend than to be a good sport.
   b. It is better for you to drink milk than drink coke.

B) Ask students to indicate which of the statements above are value judgments and give reasons for their answers. Emphasize the difference between factual statements and value statements.

5. A) Discuss the following with the class:

How do people learn about you and your values? Imagine that the only way you have to communicate your values to others is by using the front of a t-shirt. Make an outline of a t-shirt and design the message you would like to communicate. Have the students share their "talking t-shirts" and ask classmates to tell what each student's design says about the student's values.

B) If students indicate an interest, have each of them bring a blank t-shirt from home. Have a number of laundry-marker pens available and provide time for each student to transfer his design to the front of the shirt he brought in.

C) Encourage all students to wear their shirts to school on the same day. At the end of the day, take time to discuss the reactions the students have gotten from others that day.

6. (GRADES 5,6) A) Present the situation below to the class and ask students what decision they would make. Have students:

1) Identify their values related to the situation.
2) Place the values in the order of their importance.
3) Consider what would happen as a result of each choice.
4) Take action--make a decision.

SITUATION

Some friends have asked you to stay after school and work on a class project. This morning your mother asked you to come home right after school and put a casserole in the oven because she has to work late. What would you do?

Examples of values that might influence your decision are:

You like to participate in class projects.
You like to accept responsibility.
You want your friends to like you.
You like to be helpful at home.
You like eating dinner at a regular time.

Ask for volunteers to share their responses.

B) Give the students other situations that require a decision to be made. For example:

Your friends want you to skip school with them for the day.

You are with a group of students who are making a lot of noise. You know the group should be quiet, but you hesitate to say anything.

Your best friend did not study for a math test, and he/she wants you to let him/her see your paper.

C) Have the students write similar situations on slips of paper. Put all the slips in a container and allow each student to draw out one situation and go through the steps involved in making a decision outlined in "A." Ask for volunteers to share their situations and decisions.

7. A) Have the students play the "Incomplete Sentence Game." Provide the students with a list of sentence stems such as:

1) On Saturdays, I like to...
2) If I had 24 hours to live...

3) If I had my own car...
4) I feel best when people...
5) If I had a million dollars I would...
6) Secretly I wish...
7) My mother should...
8) I do not like to...

Ask them to jot down one or two answers to each sentence stem.

B) Call on students to read aloud any one of their answers to the incomplete sentences. Allow those students to pass who do not want to answer or cannot think of anything with which to complete the sentence.

C) Discuss the game in terms of any values which are reflected in their answers.

8. A) Make copies of the exercise below and have the students complete it.

LIKES AND DISLIKES

Here is a chance to identify some of your likes and dislikes. Read the list below and check ( ) whether you like or dislike the stated activities.

	LIKE	DISLIKE
Working in a quiet corner	____	____
Being physically active	____	____
People who are neat	____	____
Reading aloud	____	____
Reading to myself	____	____
Being with younger children	____	____
Working with groups	____	____
Staying up late at night	____	____
Being outdoors	____	____
Working in noisy places	____	____
Keeping regular hours	____	____
Giving directions	____	____
Following directions	____	____
Figuring out problems	____	____
Having many friends	____	____
Doing things with my family	____	____

B) Discuss the following questions:

Look at the ones checked "like." What does this tell you about your values? Do your "dislikes" say anything?

Do you think your interests might change? Explain. What factors might cause a person's values to change?

GOAL VI, OBJECTIVE A: The student will examine how his developing awareness of values affects his decisions.

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9. A) Distribute to students the following "Wish List." Tell them they have 100 points that they may use in any way they choose. Have them circle the number of those items they would select.

"WISH LIST"

	ITEM	POINT VALUE
1)	A walk in the park on a lovely spring day.	5
2)	Tickets to a rock concert.	10
3)	A gigantic banana split.	5
4)	A subscription to Sports Illustrated.	5
5)	A trip to Disneyland.	25
6)	An entire new wardrobe.	50
7)	Ticket to the ballet.	10
8)	A series of tennis lessons from a professional player.	25
9)	Tickets to a football game.	10
10)	Your own stereo equipment.	50
11)	A season's pass to Busch Gardens Amusement Park.	25
12)	A subscription to National Geographic magazine.	5
13)	A trip to visit relatives.	25
14)	Your own television.	25
15)	A new record album.	5
16)	Your own horse.	50
17)	Horseback riding lessons.	25
18)	A new ten-speed bike.	25
19)	A ski trip.	25
20)	A year's unlimited pass to McDonald's	25

B) After students have made their selections have them answer the following questions:

1) Did you select many different things or concentrate mainly on big items that required many of your points?
2) How many of your points did you set aside for trips or tickets?
3) How many of your points did you set aside for objects or possessions?
4) Did the things you choose involve mostly indoor or outdoor activities?
5) Have you learned anything new about yourself as a result of this activity?

10. A) Have the students pretend that they could shop at a place known as "The Exchange Shop." At the exchange shop they can trade in something that they do not like about themselves for something else they would like to have. They can fill out an order blank such as this:

I would like to exchange all my freckles for straight teeth.
or
I would like to exchange my curly hair for being three inches taller.

B) Discuss answers which students volunteer to share. Some students may have made changes in appearance, others in personal characteristics, and still others in their circumstances or environment. Encourage a discussion which considers why these choices were made. Do they say anything about what things are important to the students?

GOAL VI, OBJECTIVE A: The student will examine how his developing awareness of values affects his decisions.

11. A) Make copies of the order blank below and introduce the class to "The Palace of Many Wonders"[1] in the following manner:

> There is a very special place that you can travel to if you set your mind to it. Let me tell you a little about this special place. It is called "The Palace of Many Wonders." The palace contains everything that has ever been made and anything that you can think of that has not been made. Today is open house at the palace. You can choose one thing from the palace for your very own. It can be big, small, old, or new.
>
> Are you ready? Reach into your imagination and start looking. Here is an order blank. Identify what it is you would like to take with you by filling out the order blank.

NAME ____

Where is it to be delivered? ______________________________

Name of item ____

Description (very detailed please, so there will be no mistake) _____

____

How old is it? ______________________________________

Does it exist now? ___________________________________

Why did you choose this item? ___________________________

What does this activity tell you about your own values? __________

____

B) Ask for volunteers to tell about the item they chose from the palace.

C) Have the students write a paragraph about the item they chose from "The Palace of Many Wonders." Ask them to tell how it has been useful or would serve people, and anything else about it that is special.

Let the students volunteer to read their essays to the class.

12. Give the following directions to the class:

> If you had a magic carpet that could take you anywhere in the world for one week, where would you go? Do not be concerned with finances and responsibilities. For this one week you may do anything and go anywhere.

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[1] See bibliography.

GOAL VI, OBJECTIVE A: The student will examine how his developing awareness of values affects his decisions.

A) Have students make a "Magic Carpet" booklet. For each day of the week have them log where the carpet would go, who they would see, and what they would do.

B) After completing their booklets have students volunteer to discuss their choices and the factors that influenced their decisions.

13. (ARITHMETIC, GAMES) A) Divide the class into groups of three or four students. Give a copy of "The Auction Game" to each group, and distribute play money to the amount of $150 to each team. (If the money is in various denominations, the students will get more experience in making correct change.) Instruct the groups to read the list of auction items carefully, and decide how much they would be willing to bid on each item. When they have agreed on the items they most want, and the price which would be their top bid, they should enter that amount in the proper column. Point out that since they are not likely to be successful in all their bids, they should have bids which total more than the amount of money they have.

THE AUCTION GAME

Rules: Each item will be auctioned off in the order of its appearance on the list.

The items will be "bought" by the group with the highest bid. Once a team has spent its $150, it must drop out of bidding. All bids must be made as a team; there are no individual bids, and a majority within the team can set the Top Bid for the group.

AUCTION LIST

ITEM	HIGHEST AMOUNT YOU WILL BID	FINAL BID
1. A perfect report card for an entire year.	______	______
2. A free, all-expense-paid trip to Disney World, the World Series, or a rock concert with anyone of your choice.	______	______
3. A chance to spend a day with your favorite TV character.	______	______
4. Ten minutes in a store of your choice, collecting whatever you can cart out in a wheelbarrow.	______	______
5. A perfect back yard, filled with every toy, game, or amusement that you can imagine.	______	______
6. A guarantee that you will become President of the United States when you are older.	______	______
7. A week in which no one can tell you what to do.	______	______
8. A chance to run your school for a week.	______	______
9. A perfect vacation for your parents--they can go wherever they want and do whatever they want for a week, at no cost to them or to you.	______	______
10. Perfect health for your entire life.	______	______
11. A chance to become the most beautiful or most handsome person in the world.	______	______
12. Twenty-five dollars a week for one year.	______	______

B) Conduct the auction. As purchases are made, teams will need to compute how much money they still have left, and you may need to allow a brief moment occasionally for the teams to reevaluate whether to change the bids they will make thereafter. (NOTE: In the event that two teams tied by both deciding to bid their entire $150 for the same item, suggest that the teams each have two minutes to complete a one-sentence statement on why that item held such a high priority. Let the class vote on which answer is best, and award the bid to that team.)

C) Upon completion of the auction, let the students discuss what they purchased, what items were desirable and what were not, and whether teams purchased any items even though the team was not unanimous in its choices. If the game has been popular, ask for a small committee to make up a new list of items for another game to be played several days later.

GOAL VI, OBJECTIVE B: The student will demonstrate increasing skill in use of a problem-solving process to reach decisions.

Sample Learning Outcomes:

- Be able to state a majority of the steps followed in use of a problem-solving process.
- Given a problem situation, be able to describe briefly the steps which he would take to resolve the problem.

ACTIVITIES

1. A) Use the following filmstrips from the How Do You Decide? (see bibliography) series to help students learn to make wise decisions.

4th Grade	"Not Enough" and "The Test"
5th Grade	"Finders Keepers" and "No One Around"
6th Grade	"Overheard"

B) Discuss the following with the students:

1) Different ways to work out the situation.
2) Probable effects on each way.
3) Which effects are most helpful.

2. A) Give a copy of the "Deciding What To Do" exercise below to each student.

"DECIDING WHAT TO DO"[1]

Suppose the things below happened to you. There are a number of ways you could react. Draw a line through the things you would consider, but not do. Put a check on the line by the statement that best describes what you would do.

1) Someone hits you.

____I would hit the other person as hard as I could.
____I would tell my mother or teacher.
____I would try to find out why I was hit.
____I would ask my friends to help me.

2) You are not invited to play a game with the other children.

____I would tell the children that I would like to play.
____I would ask my teacher why I was left out.
____I would just join the game and hope it is all right.
____I would go find other friends.

3) Your teacher returned a paper to you and most of the answers were incorrect.

____I would ask the teacher for help in learning how to do the work.
____I would ask my mother for help.
____I would try harder on my own.
____I would get my friends to work with me.

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[1] See bibliography.

B) Discuss with the class:

Was it hard or easy to decide what you should do in the first situation? The second? The third?

When the students are ready to review their responses, ask them if there could be more than one answer. Could one answer be best for one student, but not be best for another? Encourage discussion on this point, stressing that many times we do not reach "right" and "wrong" answers.

3. A) Divide the class into small groups and give each group one of the situations below which calls for making decisions. Each group should discuss the situation and suggest several alternatives for decisions which might be made.

   1) Johnny's friends are urging him to play hooky from school. He knows that his parents will be very upset if he does not go to school.
   2) Sue and Mary are sitting around talking about how they wish they had money to buy some ice cream and go to the movies. They decide to walk down to the corner of the park. On the way they find a wallet with some money in it. This is just what they need.
   3) Ken's Little League baseball team is playing a game with their greatest rival. Ken's team wants very much to win the game. At the end of the fifth inning of play, with the other team ahead by 1 run, Ken discovers that the other team has just scored on a run by a player who deliberately batted out of order.
   4) Joan's best friend, Sue, forgets to bring her lunch money to school. She asks Joan to let her borrow money for lunch. Joan lends her some money. Sue comes to school the next day and has enough money to repay Joan but does not. A few days later Sue wants to borrow lunch money from Joan again.
   5) Jack and Jim are playing a game of horseshoes. Tom comes along and asks Jack to go bike riding but does not invite Jim.

   B) Have each group decide which alternative they would choose. Discuss the group decisions with the class. Bring out the alternative decision which could have been made and the factors which influenced the decisions.

NOTE: Students may role-play the situations and the alternatives available and let the class make the choice.

4. A) The following story creates a problem-solving situation with opportunity for students to weigh various solutions. Allow students to make all of the decisions. Read the story or duplicate copies for the students.

"CRAYONS DON'T HAVE WASHING INSTRUCTIONS"[1]

"Hold on a minute, Mary Lou," I said into the phone. "I hear Mother calling."

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[1] See bibliography.

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"Yes, Mother," I answered.

"I'm going to the grocery store, Julie. Will you listen for the washer to stop and put those clothes into the dryer?"

"Okay, I'll do it."

I picked the phone up again and said, "I'm back, Mary Lou."

We talked for a while and then I noticed the washer had stopped. "I have to put the clothes in the dryer. It will only take a minute, do you want to wait?"

I laid the phone on the kitchen table, went over to the washer and raised the lid. As I lifted out a shirt I saw bright colored spots all over it. What on earth? Then I saw my smock! Oh, oh! When I had finished coloring yesterday I had been in a big hurry and had put my crayons in my smock pockets instead of the box. Mother had put the smock in the wash, and the hot water must have melted the crayons. The smock was a terrible mess with soft wax of all colors spotting it and thick globs of wax in the pockets. Worse yet, a shirt of Dad's, a new blouse of Mother's had spots all over them too.

I ran back to the phone. "Oh, Mary Lou, I'm in real trouble!" I told her what had happened. "My mother will be mad! What can I do? She will be home soon. I've got to think of something. She'll know the spots are my fault as soon as she sees the smock. I wonder if I could hide the smock? But then I would not have one to take back to school. Maybe I should try some spot remover."

"It would take too long to do the smock and the other clothes," said Mary Lou.

"You're right," I told her. "Do you think I should go ahead and put the things in the dryer and just let Mother find them? I'm afraid she will be mad."

"Afraid of what? What would your mother do besides spank you or just yell at you? And you've been spanked and yelled at before."

"I've never ruined a load of laundry before. I don't know what she might do."

I thought for a minute. "Well, maybe it would be better to just tell her as soon as she walks in the door."

"Julie, why did you put the crayons in your pockets anyway? asked Mary Lou.

"I don't know. I was just in a hurry. It was time to go to music class and I was going to be the last one in line."

"What are you going to do?" was the question over the phone.

"I don't know, but I guess I'll decide soon. Here comes Mother. I'll call you later and let you know."

B) Discuss with the class:

1) Julie thought of several ways to handle her problem. What were they? Which would you choose?
2) Can you think of another solution to her problem?

C) Put an umbrella on the bulletin board. Write PREPARE AHEAD OF TIME on the umbrella. Then show raindrops splashing off the umbrella. The raindrops should be labeled, "difficulties, troubles, problems," to help show that preparing ahead of time can be valuable in cutting down on these things. Discuss how this is like what happened in the story. Ask students if they can think of a plan to avoid as many of these kinds of accidents as possible. Let the students choose to be Mother, Mary Lou, and Julie and read the parts as in a play.

5. A) Choose five students to take the parts of Kathy, Kevin, Father, Mother, and the narrator. Let them read the story below to the class.

"ONE SATURDAY MORNING"[1]

One Saturday morning, Mr. Gray was working in the garage. Kathy and Kevin, his twins, found him there. They had been looking everywhere.

"Daddy," asked Kathy, "will you take us to the show?"

"Please," said Kevin, "there's a super movie at the show."

"Well, I don't know," said Mr. Gray, wiping his hands on a rag. "There's a lot of work to be done. Will you two do some of it?"

"We will! We will!" shouted the twins.

"All right, then," said Mr. Gray. "Kathy, you pick up everything in the yard. Every stick and piece of paper and anything else that does not grow there. Will you do that?"

"I will!" said Kathy as she grabbed a plastic garbage bag and ran into the yard.

Mr. Gray nodded his head and said, "Kevin, I want you to clean up the basement. Put away every toy and sweep the floor. Will you do that?"

"I will!" said Kevin as he reached for the broom and dustpan.

"While you are doing that," said Mr. Gray, "I'll finish my work in the garage. If we all finish by twelve o'clock, I'll take you to the show."

"It's a deal," shouted the twins.

Mr. Gray finished his work in the garage. Kathy and Kevin finished their work.

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[1] See bibliography.

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Just then, Mrs. Gray returned home from the grocery store. "Kathy and Kevin, where are you?" she cried. "Remember that you promised our neighbors that you would water their flowers while they were out of town. You know they will be home early this evening, and you haven't even started."

"Golly, you are right," said Kathy. "They are always doing things for us."

"I know," said Kevin, "but I don't feel like doing any more work today. Besides, we were going to the show. If we don't leave now, we'll miss the beginning."

"But we promised to water the flowers," said Kathy. "Dad, what should we do?"

B) Discuss:

1) What do you think the twins should do?
2) Should Dad make the decision or should the twins make it?

C) Ask the students to write what they feel is the proper or best solution to the problem. Have volunteers share their solutions.

6. A) Read the story below to the class in order to help students see that information and knowledge affect the decisions people make.

"SHOULD I JOIN?"[1]

"Hey, Joan! Did you see this announcement about Science Club? They're taking new members."

"Not me, Sandy! I'm not joining any dumb Science Club. All they do is look at leaves and write reports. Sounds like a drag."

"Is that really all they do?"

"I don't know. Who cares, anyway? See you later." Joan turned the corner for home.

Sandy sat down on the curb to read her school newsletter again. It said:

> SCIENCE CLUB IS OPEN FOR NEW MEMBERS. Anyone interested may contact Mr. Levenson in the science room after school tomorrow.

"I wonder what they do in Science Club," thought Sandy. "If it's just reports, that's not for me."

The next morning she stopped by the science room. "Mr. Levenson," said Sandy. "What do you do in Science Club? I'm trying to decide if I want to join."

"Sit down, Sandy. Maybe I can tell you a little about the club. Each Thursday after school we meet in the science room. We try to learn about a different plant or animal each week. Sometimes we study slides under the microscope or prepare our own."

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[1] See bibliography.

"Do you have to write a lot of reports?" Sandy asked.

"No," answered Mr. Levenson, "but all the members keep a notebook on their findings. It's mostly a fun group for students interested in nature. Next week we are going to start with a hike at Grant's Grove to observe the muskrat home."

"Thanks Mr. Levenson," Sandy said. "That sounds like fun. I'll be back right after school to sign up."

"Good, Sandy. We'll be glad to have you with us."

B) Discuss the story with the class, using questions such as:

1) On what did Joan base her decision not to join Science Club?
2) How did Sandy decide she was interested?
3) Which girl used a better method of deciding?
4) Do you sometimes make decisions without all the facts?
5) Have you ever become involved in something you did not like because it turned out to be different from what you thought it would be?
6) Why do you think it is important to consider the facts before you make a decision?

GOAL VI, OBJECTIVE C: The student will be able to discuss and evaluate his decisions in the context of his increasing responsibilities.

Sample Learning Outcomes:

- Be able to discuss at least three ways in which his responsibilities are changing in home, family, and school settings.
- Be able to report a situation in which a decision was reached through a rational process, and explain why the decision was or was not acceptable to others.

ACTIVITIES

1. A) Give each student a copy of the poem below or write it on the chalkboard:

WHEN SOMETHING MUST BE DONE BY NOON[1]

My name is Hardy Knox,
I'm a very clever fox.
When something must be done by noon,
I turn back all the clocks.

My name is Simon Fair,
I'm a very cagey bear.
When something must be done by noon,
I always hide somewhere.

My name is Lovell Lee,
I'm a very charming bee.
When something must be done by noon,
My friends do it for me.

My name is I Kandoo,
I'm a busy kangaroo.
When something must be done by noon,
I hop to it, don't you?

B) Have four students read the poem, each one taking a verse.

C) Discuss the following:

1) Not everyone accepts responsibility. Do you know anyone who avoids doing work that is expected of them?
2) What animal are you most like?
3) Do you think it is important to accept responsibility when working or playing? Explain your answer.

2. Discuss with students the idea that often we make promises to other people, or to ourselves, but fulfilling the promises is difficult to do.

A) Make a "Promise Tree" on the bulletin board. Distribute to each student a leaf made from colored construction paper. Instruct students to write down a promise they would like to keep on one side of the leaf, and their names on the other side.

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[1] See bibliography.

B) Have each student affix his leaf to the tree with the promise side down and the name side up.

C) Tell students that once they have fulfilled their promise, they may turn their leaves over to share with the rest of the class. Provide an opportunity for students to discuss their promises when the majority of leaves have been turned over.

3. A) Make copies of the activity below and have students complete it.

Put a ring around the letter of the activity that tells what you would do.

1) You are at a Little League game.
   a. cheering for your team
   b. playing on the team
   c. in charge of the bats and balls
2) You have been chosen group leader in social studies.
   a. take charge and get the group going
   b. sit back and listen to the others
   c. change groups if you can
3) Your parents are taking you to the zoo.
   a. ask several of your friends to go with you
   b. stay with your parents so they can enjoy the zoo, too
   c. try to plan where to go and what to see
4) You have been invited on a hike with your friends.
   a. decide to be leader of the group
   b. try to be agreeable and enjoy yourself
   c. decide not to go because you did not think of the idea

B) Discuss the following with the class:

1) In how many would you have been a leader?
2) In how many would you have been doing something to help?
3) In how many would you have been a quiet part of the group?
4) Does your responsibility change with the choices you make? Explain.

4. A) Make copies of the following activity and distribute one to each student. It is designed to help students recognize and identify ways people can be responsible for their own behavior.

WOULD YOU...?

How each one of us acts depends on the circumstances of the situation. Sometimes it is better to listen than talk, or lead than follow, etc.

Below are a number of sentences. Write the word before each sentence that best describes the way you would act.

1) Would you talk or listen?
   ____A classmate is giving a report.
   ____You are asked a question.
   ____A record is being played.
   ____Teacher is giving directions.
   ____You will do an oral book report.

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2) Would you lead or follow?
    ____You are the oldest one there
    ____You are class president
    ____You are a team member
    ____A classmate is directing a project
    ____The scouts are going camping
3) Would you help or just be there?
    ____The 6th grade is putting on a play
    ____You are on a train ride
    ____The baby has thrown toys on the floor
    ____The bookshelves are messy
    ____The dishes should be washed
4) Would you be active or be quiet?
    ____Mother is talking with a visitor
    ____It is recess time
    ____Your friends have come to play
    ____You are in a gym class
    ____Teacher is out of the room
5) Would you be a partner or be alone?
    ____You are taking a test
    ____There is one book for two people
    ____A boy needs help with his spelling
    ____Each one must draw a picture

B) Discuss:

1) What helped you decide your answers?
2) Were your reasons often related to what your responsibilities were?
3) Do you think people should be responsible for their own behavior?

5. A) Ask the students to draw three narrow columns on the right-hand side of a piece of notebook paper.

B) Tell the class that the next exercise will be completely confidential. Ask the students to take ten minutes in which to list on the left side of the paper the ten things they would most like to be able to do in the next twelve months. Explain that the list can range from accomplishments like learning a new skateboard trick, or getting better grades to achievements such as exploring a cave or becoming the owner of a ten-speed bike. Suggest that for the purpose of this exercise, they consider themselves not limited by money, and that their list can include their wildest fantasies.

C) After everyone has had time to complete the list of ten desired activities, tell them to put titles on the three columns on their paper as follows:

VERY RISKY SOMEWHAT RISKY NOT AT ALL RISKY

They should then evaluate each of their ten activities, checking one column for each activity to determine how risky they are. Ask them to total up how many are checked in each column. Suggest that they may learn something from their totals. If most of their desired activities are very risky, what does that tell them about their own outlook? If none of their activities are risky, what does that suggest?

D) Discuss the role that risk plays in our lives.

1) Does anyone live without some risk? What should one's attitude be toward risk?
2) Suppose no one was willing to take any risk at all? Would we have police or fire protection?
3) Are there situations in which taking a risk is fool-hardy and probably an unhealthy and unjustified reaction? Ask the class to name some of these, and see whether there is general agreement on these situations.

6. A) Lead a discussion with the class on taking risks. Use the following as an outline.

Sometimes things we do are risky or dangerous. Sometimes we say to ourselves, "What are the chances that I'll be hurt if I do this?" Let us set up a risk scale from 0 (no risk) to 10 (certain injury) and look at some of the things you do.

1) What is a pretty safe thing you do every day? Where would you put it on the risk scale?
2) What are some risky things you do often? Where are they on the risk scale?
3) What is the riskiest thing you have ever done without getting hurt? Where would that go on the risk scale?
4) Maybe you were injured once -- broke a bone, got a bad cut. What were you doing? Where would that be on the risk scale?
5) What are some things that you would like to do someday that might be considered risky? Where will they be on the risk scale?
6) Where would you put these things you do on the risk scale? Eating/Sleeping/Crossing the street/Riding in a car/Breathing.

B) Ask the students to name activities which they consider too risky to make sense, things which they know they would decide not to do. Their list might include:

1) scuba diving
2) mountain climbing
3) tight-rope walking
4) playing pro football
5) stock car racing
6) being a trapeze artist
7) sky-diving

Stress that most people refuse to do some things because to them the risk is not worth it. Permit the students in their comments to recognize that people may not agree on what is risky. (You will perhaps have to deal with some bravado, but student reaction to claims of taking an unwise risk should help offset this.) You may wish to ask the class to look at the list compiled by the class, and vote on the five they consider the poorest risks to take.

GOAL VI, OBJECTIVE C: The student will be able to discuss and evaluate his decisions in the context of his increasing responsibilities.

7. A) Read the story below to the class:

"A MATTER OF TIME"[1]

"John Luther, where are you?" Polly called as she ran down the railroad track. A man and a boy were working in the hot Kentucky sun, carefully shining every inch of a big steam engine. The boy handed his polishing cloth to Mr. Cogswell.

"I've got to go now, sir. I'll help polish when you come back. How long will you be gone?" he asked.

"I'm heading out for Mobile tonight, Casey. I'll look for you Saturday morning. Better run along, now," the man said. Polly was tugging at the boy's arm trying to pull him towards home.

She looked puzzled. "Doesn't he know your name is John?" she asked her brother.

"Oh, Polly," he said, "you're just a little girl. You don't understand about engineers and trains. That's a railroad name. Sounds pretty good, doesn't it? Casey...Casey Jones." He said the words again and again to get the feel of them.

Polly shook her head. John was late for supper again. She was sure Ma wouldn't like it. John was sure she wouldn't either. They were right. Ma was angry.

Early Saturday morning John heard Mr. Cogswell's signal. He always gave four short toots of the train whistle when he pulled into the station. It was time to help polish the big engine. Ma warned him that he'd better not be late for lunch again.

The engine was standing on the siding. Tall white letters on its side spelled out "Mobile and Ohio R.R." John stood still, wishing for the day when he would have his own engine. He would wear a striped cap and wave to all the children the way Mr. Cogswell did. He jumped when a big voice boomed, "Well, Casey, there you are. Daydreaming, weren't you?"

John grinned. "Yes, sir. I was wishing I could run an engine like yours. I guess I'll never be an engineer, though." His smile became a frown. John explained that he never got anywhere on time. "Now what kind of a railroader would I be - always late?"

"You've got a problem, Casey," the engineer agreed. "I don't reckon the yardmaster would be very happy if you were late with a train every day. Why do you suppose you have so much trouble being on time?"

John shook his head. He didn't know why he was late. He woke up when he was rested and he went to sleep when he was tired. He went to meals when he was hungry. It seemed like a good plan to him. Mr. Cogswell thought it was, too. It was a shame the rest of the world did things at a different time. He wondered what John could do to solve the problem.

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[1] See bibliography.

B) Discuss with the class the following questions.

1) What was John's responsibility to himself?
2) What was John's responsibility to others?
3) What would you tell John to help him solve his problem?
4) Do people depend on you to be on time? Make a list of people that depend on you.

8. A) Read the story below in order to help students become aware of the meaning of being responsible for one's actions.

"A SECOND CHANCE"[1]

by Mary Kay Fairfield

The school bell rang loudly. The boys and girls ran to get into line. It was time for class.

Judy Thomas leaned over and whispered to Ann, "Are you ready for art today? I can hardly wait."

"Oh no," thought Ann with a sinking feeling, "what do I do now?"

Ann's class had art every Thursday afternoon. This week it was very important. They had been invited to take part in the school art fair. Her class had decided to make mobiles.

"We'll need colored paper, string, paste, and hangers," said Mrs. Bell, their teacher. "We have most of these things here at school, but who will offer to bring the hangers?"

Ann's hand shot into the air. "I can, Mrs. Bell," she said. "I can bring enough for the whole class. My dad runs a dry cleaners. He has lots of hangers. I'm sure he will let me bring some for everyone."

"That will be wonderful," said Mrs. Bell. "Don't forget, Ann, the class is depending on you."

Those words had sounded so good to Ann. She liked being able to do something for everyone else.

Now Thursday was here. How could it have come so quickly, and how could she have forgotten? Every day at school Ann had thought about the hangers she needed to bring. She would tell herself to remember to talk to Dad. After school, she would start playing, and she would forget again.

"I really meant to bring them," Ann thought now. "What will I say to everybody? How will I explain? We won't be able to do our art project for the fair at all. Why didn't I do my job and keep my word?"

B) Have the students role-play how Ann answered the teacher's question. Then discuss the following questions with the class.

1) Have you ever had an experience like Ann's where you have disappointed someone because you were not responsible? How did you feel?
2) What can you do if you have disappointed someone, by failing a responsibility?

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[1] See bibliography.

GOAL VI, OBJECTIVE C: The student will be able to discuss and evaluate his decisions in the context of his increasing responsibilities.

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9. A) Read the situations and alternatives below to the class and have the students give their opinion as to what decision should be made.

    1) David's father is sick with a cold. David looks outside and sees that his backyard is covered with leaves. Every week his father rakes the leaves and David watches him. This week David--
        a. Rakes the leaves to help his sick father.
        b. Plays with some of his friends while his mother rakes the leaves.
        c. Asks his friends to help him rack the leaves so that he will not have to work so hard.
    2) Ellie and her younger sister, Alice, wear the same size dress. Alice is going to a birthday party and wants to wear Ellie's blue dress. Ellie--
        a. Lends the dress to Alice and tells her to have a good time at the party.
        b. Refuses to let Alice wear the dress.
        c. Asks her mother to buy Alice a new dress.
    3) As Freddie is walking home from school, he sees a wallet lying on the sidewalk. He finds it has $20 in it. Freddie--
        a. Takes the money and leaves the wallet on the sidewalk.
        b. Takes the wallet and asks his parents to try to locate the owner.
        c. Takes the money out of the wallet and plans to mail the wallet back to the owner.

10. A) Read "Grey Dawn Says Goodbye to Poko" to the class.

"GREY DAWN SAYS GOODBYE TO POKO"[1]

by Jeanine Walls

Everyone in the Cheyenne village was hard at work preparing to move. Red Fox was busy making a bag out of a small animal hide.

"What are you doing?" asked his little sister, Grey Dawn.

"I'm making a bag to hold the sacred hunting stone when we move to the summer camping site," he said. Red Fox had been given the stone because he could shoot an arrow better than any other boy in the village. It was a great honor and Red Fox was very proud.

"I don't want to move," said Grey Dawn. "I can't take my tortoise, Poko, with me."

"Why can't you?" asked Red Fox.

"Because he is too heavy for me to carry if I have to carry my clothes. Father will be too busy with the horses to carry him, and Mother will be busy with baby."

Red Fox felt sorry for his little sister. Late that night he was sure he could hear Grey Dawn crying. He tried to think of a way that he could carry Poko for her. He thought very hard about the things he had to carry in his pack. He could not leave his clothes and certainly not his bow and arrows, for his father was expecting him to help hunt for rabbits along the journey. Grey Dawn would just have to try to find another pet when they reached their summer home.

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[1] See bibliography.

The next morning as everyone started to march from the village, Red Fox watched Grey Dawn sadly pet Poko goodbye. "Poor little Grey Dawn," he thought.

After many long days of walking, the tribe came to the place where they were to live for the summer. When Mother started to unpack Red Fox's bag, it moved!

"Red Fox!" she cried, startled. "What do you have in here?"

Red Fox grinned sheepishly and pulled Poko out of the bag.

Grey Dawn's eyes grew round when she saw her pet. She hugged it close to her.

Father and Mother looked at Red Fox. "How did you make room for Poko?" Father asked.

"I left the tribe's sacred hunting stone," he said.

"But that stone means a lot to our tribe," said Mother.

"I know," Red Fox said. "But Grey Dawn was so sad. I just had to leave the stone."

Father said, "That was a big decision for you to make. What are you going to tell the chief when he finds out the sacred hunting stone is missing?"

B) Have the students take turns acting out Red Fox's decision. Ask the students to compare Red Fox's difficult decision to one they have had to make. Summarize by discussing how people make decisions.

GOAL VII. To familiarize students with practical knowledge on which they can base effective decision-making in daily life.

Instructional Objectives:

A. The student will be able to identify community resources whose purpose is to be of assistance to individuals and families in the community.

B. The student will be aware of knowledge which consumers need to function effectively.

C. The student will begin to practice effective management of money at a simple level.

D. The student will be able to explain basic aspects of society's legal system.

E. The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

F. The student will be able to apply his knowledge of health information in his daily decisions and choices.

GOAL VII

NOTES TO THE TEACHER:

Unlike the other Goals, which are oriented to activities concerned with affective material, this Goal consists primarily of cognitive activities and information. It is intended to supplement those goals which are concerned with helping people to meet their needs, and with providing sound information on which decisions can be based. No attempt has been made to include comprehensive information, since the general curriculum of many schools covers such facts in courses on health, nutrition, social studies, etc.

The Objectives which are offered here are included because, as the curriculum guide was being prepared, we were urged repeatedly by parents, students and teachers to include both activities and information which would focus on helping students become aware of the factors which can have an impact on families and family life.

One suggestion would be that you draw on the activities contained in this Goal when you are planning a unit for your class which touches on one of the areas covered by the six Objectives under Goal VII. For example, if you are planning lessons that teach health information, you may find activities under Objective F which not only impart facts, but also carry an emphasis on assuming responsibility for our own health decisions.

For the younger student, it is probably enough if they develop an awareness that there are sensible approaches to thinking about health, or careers, or the community services which help people meet their needs. The object is not to memorize a set of facts. It is more important that students gain some confidence that they will know what to do and how to do it when they are faced with practical decisions in their daily lives.

GOAL VII, OBJECTIVE A: The student will be able to identify community resources whose purpose is to be of assistance to individuals and families in the community.

Sample Learning Outcomes:

- Given the name of a major public agency, be able to locate the agency in the telephone directory.
- Be able to name at least one possible resource for helping a family with a given problem.

ACTIVITIES

1. A) Have the students brainstorm the kinds of problems that people have, both as individuals and as family members, in their everyday lives. List these on the chalkboard. Ask students to think about how a person with each of the problems listed could seek help. What person or community resource would he contact? Have students name a resource for each problem brainstormed. For example:

PROBLEM	RESOURCE
Poor grades	Teacher, counselor
Auto accident	Police, rescue squad

B) Conclude the activity by pointing out that people sometimes have problems that require outside help.

2. A) Help students learn more about how to find resources in the community by playing a quiz game called "Solve That Problem." Divide the class into two teams. One team will be responsible for providing the problems. (Examples might be: "My sister is lost, who can help find her?"; "My dog was just run over by a car, who can help me get him to the animal hospital?") The other team, working in pairs will have available several phone books, to locate a possible source of help, and the phone number.

The rules of the game are as follows:

1) The team providing the problems develops five problems.
2) A problem is read and then 2-3 minutes are provided for the other team to locate the answer. Answers to the problems are written on index cards.
3) After all the problems are read, the team provides its answers.
4) Class discussion is held, to determine if the answer provided was correct. It is possible that one problem may have several correct answers. Each correct answer earns the team two points.
5) Following the discussion the teams reverse roles. The total point scores for the two teams are compared to determine the best problem-solving team.

NOTE TO THE TEACHER: Old telephone directories may be available from the telephone company or from the students' families at the time of annual distribution of the new edition. You may want to spend a few minutes before the game pointing out ways to look up public agencies in the telephone directory. Have students look up under state, city, county, and regional designations so that they gain practice in finding how to look up numbers.)

GOAL VII, OBJECTIVE A: The student will be able to identify community resources whose purpose is to be of assistance to individuals and families in the community.

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3. A) Discuss with the students the correct method of reporting emergency situations to community agencies, such as the fire department and the police department. Have the students take turns role-playing how to respond in "emergency" situations such as:

    1) a neighbor's house is on fire
    2) a grandparent appears to be having a heart attack
    3) a strange man is standing at the back door
    4) you think your baby brother has swallowed some furniture polish

    One student should call in the emergency and another student should play the role of the community agency receiving the information.

    Emphasize that the reporting student should:

    1) stay calm
    2) speak clearly and slowly
    3) give the correct information (nature of the emergency, address, etc.)

    The receiving student should:

    1) write the information down
    2) repeat it to the caller to double check the details

    Talk about the fact that people should never call in false alarms.

    B) Have the students make a list of local emergency numbers to take home and tape to their telephones.

4. A) Duplicate the following exercise and have students match the problem described with the person or agency who could help.

WHO HELPS

____1. Mary [illegible]ane sees smoke coming from the Brown's house. The Browns are not at home.

____2. Bobby's father needs to have an operation.

____3. Mildred's mother wants to have milk delivered to her house daily.

____4. Someone stole Frank's bike.

____5. The Greens just moved to town. They want to put their six year old in the first grade.

____6. Mr. Jones has lost his job and wants a new job.

____7. Mrs. Greene did not get her morning newspaper.

____8. Mrs. Jones has just cleaned her garage and has stacked a lot of "stuff" on the curb in front of her house.

____9. Johnny started to cross the street and was hit by a car. He has been seriously hurt.

___10. A notice was left in Marylin's mailbox that she has a package to be delivered when she is at home.

A. The Newspaper Boy

B. The School

C. The Hospital

D. The Fire Department or Fireman

E. The Rescue Squad

F. The Policeman

G. The Employment Office

H. The Mailman

I. The Garbage Man

J. The Milkman

B) Have the students share their answers and tell why they chose the person to help them in the situations above. Also discuss other ways the helper in list (3) can help families.

5. Find out if any of the parents of the students in class work at an agency that provides services to individuals or families. Invite these parents to come to the class and discuss how they help people. Some parents also may provide valuable services as private individuals. A doctor who is a parent may agree to spend a brief session explaining how a hospital or clinic functions, and a parent/lawyer may be helpful in discussion on how people can get legal help and protect their rights. Do not overlook the "blue collar" workers who perform critical services. This is an opportunity to build pride in the service occupations such as plumbing, electricians, carpenters and santitation workers. Ask each parent/speaker to describe the kind of need they are meeting, discuss training or skills required, and explain how an individual can obtain the service when needed.

6. Hospitals are one major resource in the community about which many children know very little. Since most hospitals discourage younger visitors, children who have not been ill may have limited knowledge about what a hospital is like.

   Show and discuss the film, "When A Child Enters The Hospital." (See bibliography.)

GOAL VII, OBJECTIVE B: The student will be aware of knowledge which consumers need to function effectively.

Sample Learning Outcomes:

- Be able to discuss at least two factors which a consumer should take into consideration in making an important purchase.
- Be able to discuss how the consumer can guard against misleading labelling or misleading advertising.

ACTIVITIES

NOTE TO THE TEACHER: The following activities are designed to introduce concepts important to consumers. The topics covered are underlined, and include product labelling, unit price comparisons and misleading packaging.

1. A) Introduce the concept of product labelling by bringing to class a can of soup, a box of cereal, a box of candy, and a canned soft drink. Divide the class into four groups and give each group one of the above products. Ask each group to study the product given and make a list of the information on the label that would be helpful to know before buying.

   B) Have each group report the information found on the label of its product to the class. Categorize and record the information on the chalkboard. Example: weight, price, ingredients.

   C) Lead a class discussion on the importance of reading the labels on all products. Point out to students that the law requires each package or container to have listed on it the weight of the contents and the ingredients, and that usually the ingredients which constitute the highest percentage of the total contents must be listed first. Are they surprised at how many products contain more water or more sugar than anything else?

2. (ARITHMETIC) A) Introduce the concept of unit pricing and unit price comparisons by bringing to class a grocery item in three different sizes with three different prices. Example: small, medium, and large sizes of the same detergent, or three different sizes of milk cartons.

   Display the products in front of the class and have the students examine the products to determine which size is the best buy, i.e., which purchase would give the most amount for the least money.

   B) Discuss the following question with the students.

   1) How can you determine if something (an item or a service) has a good price?

   Lead the class to conclude that comparative shopping helps consumers determine if a price is good or reasonable. Illustrate this concept through the use of newspaper advertisements of items from several different stores, such as a bicycle from Sears, Montgomery Wards, J. C. Penney, and K-Mart. Include the various aspects of comparative shopping - selection, price, service, reliability, etc. Make sure students have a clear understanding of this concept.

C) Discuss how consumers can determine if a sale is really a sale. Ask the students to bring newspaper advertisements to class that indicate the price of an item is lower than usual - for example, 20% off, half price, reduced, wholesale prices, etc. Help the class determine if each sale item is actually a bargain. List the reasons why or why not on the chalkboard.

D) Make a class collage titled, "The Big Sale," using the advertisements brought in by the students. The students may wish to cut out question marks or large X's from colored paper and paste them on the ads where they think it is doubtful that the product is really a bargain.

3. A) Intoduce the concept of misleading packaging by bringing to class three products of the same weight in similar containers of different sizes. (Example: one ounce of candy in different size boxes.) Turn the size of the container with the weight listed on it away from the class, and ask the students which container has the largest amount in it. As the students guess which container has the most in it, have them tell why they think so. After a few students have volunteered guesses, show the weight of the products to the class and discuss how the size of the container can be deceiving if one does not read the label.

4. The filmstrip series, Problems for Young Consumers, provides material to encourage discussion and problem-solving in the areas of packaging, unit pricing, credit, consumer fraud and comparative shopping. The problems are those that children are likely to face in their daily lives, such as half-filled candy boxes or false advertisements that mislead young people. The individual filmstrips in the series are listed below and are available from:

Urban Media Materials
212 Mineola Avenue
Roslyn Heights, New York 11577

"The False Package"

Three children purchase three different boxes of candy and discover that they have been exposed to the problem of excessive or false packaging.

"What Do You Pay?"

A young girl and her mother learn about unit price information when they go food shopping.

"The Big Sale"

A family shops carefully and is able to purchase a bicycle and practice good consumer shopping habits.

"The Come On"

Two examples of false advertising with two possible results are shown.

"Buy Now-Pay Later"

A family who wants to buy furniture ends up paying much more for it because of a credit plan they do not understand until it is too late.

"The Street Vendor"

Two boys learn a sad lesson about guarantees and dealing with reliable merchants.

5. A) Implement "Is The Price Right?" in the classroom by bringing in ten different items. Include items familiar to the students, such as a record, a candy bar, and a pair of tube socks. Also include several items which the students probably have never purchased, such as a metal grater, an umbrella, bathroom scales, and an electric pencil sharpener. Number the items and display them to the class. Students should number a sheet of paper from 1 to 10 and beside the appropriate number write how much they think the item costs. After students have completed their pricing, discuss each item with the class in terms of, "Is The Price Right?." Ask the class if it was difficult to price the items they were unfamiliar with and how they decided on a price.

   B) Ask each student to bring in one item for a second round of "Is The Price Right?." Have students present their items for the others to price. Encourage them to bring items that will be a challenge to price.

   C) Summarize the activity by pointing out the importance of pricing information to consumers - people who buy and use goods and/or services. Emphasize that each student is a consumer, and ask for specific examples to illustrate. For example, Ronnie might share that he bought a new model last week, or Sandra might add that she got a hair cut.

6. Conduct a class poll on which fast-food chain the students would be most likely to visit and spend their money if they had the choice.

   Talk about how the students would spend their money at the fast-food restaurant. Include in the discussion the question as to why they prefer one chain over another. Is their preference based on the food itself, the prices offered, the convenience of location or the image created by advertising? Are there other reasons? Do they think their reasons are the best ones from a sound consumer standpoint?

7. A) Divide the class into groups of five. Ask the groups to decide on the TV commercial which is their favorite, and the one they think is the worst. Ask that they be prepared to give at least two reasons for their choices.

   B) Have the groups take turns reporting on the best and worst commercials, keeping a list of the selections on the board as they are reported.

C) Ask the groups to reconvene and each select one popular product which they will advertise. Each member of the group should contribute at least one sentence about the product, and the group should plan their own "commercial." Give them time to practice their commercials, and then let them take turns presenting them to the class. Following each presentation, allow a minute or two for class remarks about whether the commercial was convincing, informative, and factual.

8. A) Ask the students to accompany their parents grocery shopping during the next week to observe ways that a supermarket tries to influence their buying. Tell them to look at how things are displayed, how they are priced, any bonuses or "free" prizes being offered, samples of food being distributed, etc.

B) After a week, brainstorm with them on all the ways they think the store has tried to make products attractive to customers.

C) Go back over their list and have the class rate whether the store was being helpful to the consumer who was making the choice or merely trying to tempt him. (Do not be surprised if there is not agreement on these.)

9. A) Read the following situation to the class.

> Captain Selmore, the host of a TV cartoon show, is up to his usual tricks. He's making a frantic sales pitch to his young audience for the latest gimmicky toy, the iron whirligig which costs $19.95. Two of the Captain's regular viewers, Pete and Joe, are excited by the Captain's spiel and beg their mother to buy the toy for them. Their father, however, has his doubts and says no. The boys are determined to work out some way to get it after all. Pete tries to persuade Joe to use the money that he's been saving for a bicycle, but Joe has begun to have his own doubts about the real value of the toy. The brothers talk over the pros and cons of the purchase and then go off to a store to inspect the iron whirligig to see for themselves whether it's really as spectacular as Captain Selmore has claimed. Pete is all the more enthusiastic about the toy, but Joe hasn't yet made up his mind.

B) Lead a class discussion using the following questions.

1) Why did the boys want to buy the iron whirligig?
2) Do you agree with their reasoning for wanting the toy? Why?
3) Have you ever wanted a toy just because it seemed exciting and new?
4) What reasons did you give your parents for wanting the toy?
5) How did Captain Selmore influence the boys to want the toy?
6) How do you feel about Captain Selmore?
7) Do you think that $19.95 is a lot of money for a toy? Why? Do you stop to think about the cost of a toy? Does it matter how much it costs? Do you stop to think about how much something costs if you have brothers and sisters in your family? Why?
8) How do you react to your parents' decision about whether or not you may have a toy?
9) In your opinion, do the boys need the iron whirligig?

GOAL VII, OBJECTIVE B: The student will be aware of knowledge which consumers need to function effectively.

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10. (ARITHMETIC) A) Have the students play the game, "Race to the Register." Divide the class into small groups and proceed as follows:

B) Have the students collect supermarket ads and coupons, clipping out individual items (with prices). The items are then sorted according to supermarket categories--produce, meat, health and beauty aids, etc. These items then become the "stock" for the shelves of your game board.

C) Using a full-sized piece of poster board, arrange ad pictures and coupons in rows from a START space to a REGISTER. In the aisles between the rows, draw arrows to indicate the direction that the player-shoppers are to move.

Other equipment for the game: dice, tokens (one for each player), scribble pads and pencils, play money (not absolutely necessary).

Before the shopping starts, students are assigned a certain sum of money--somewhat on the skimpy side, such as $7.00. This is their limit. The first player rolls the dice and moves the indicated number of spaces. Whatever the token lands on must be purchased. The player records the price on the pad.

The first player to reach the register stops the game. If this player's total comes in under the limit, the game is over. (A checker at the register will verify the total.) If the total is more, that player is out of the game and play continues. The first player to reach the register and total out within the limit wins.

Other game boards can be assembled to represent the hardware store, toy store, drugstore, or sporting goods store. Just look for appropriate items in catalogs and sales circulars. You may also want to scatter some "reward" or "forfeit" type spaces among the merchandise. Rules may call for "pay as you go," setting a time limit, or providing for a number of chances to turn down purchases.

11. A) Ask the students to bring in the section of newspaper which carries the weekend grocery specials. Tell them to select three items listed in ads for two supermarkets. Have the students select the best buys and share the following information with the class.

1) Which three items did you compare? ______, ______, ______.
2) Which stores did you compare? ______, and ______.
3) Which store had the best buy advertised? _______.
4) Which store would you buy the item from? _______.
5) Why would you purchase the item from the store you selected?
____
6) What is the unit price information for each item at each store?
____

B) Have the students share their information with the class. After the students have shared their reports, discuss the need for comparative shopping.

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GOAL VII, OBJECTIVE B: The student will be aware of knowledge which consumers need to function effectively.

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12. A) Ask each student to accompany his parents the next time they go grocery shopping, and while in the store complete the following form:

Name of Store________________________________

Date Visited________________________________

1) Is unit price information available? Yes___ No___

2) Is unit price information displayed where all shoppers can see it? Yes___ No___

3) Can you understand the unit price information? Yes___ No___

4) Compare two brands of cereal by recording all information asked for below.

BRAND A	BRAND B
Name of Brand_________	_________
Weight or amount______	_________
Type of Cereal________	_________
Cost of Cereal________	_________
Which cereal would you buy?_________________	_________
Why?_________________	_________

Student's Name____________________________

B) Have the students share their information with the class. If there is a difference in the price of the same cereal in a different store be sure to point it out. Reemphasize the importance of unit price information and how it can help the consumer.

NOTE: Letters may be written to each student's parents to ask the parents to help the child with his survey. Be sure to allow ample time for the survey.

GOAL VII, OBJECTIVE C: The student will begin to practive effective management of money at a simple level.

Sample Learning Outcomes:

- Be able to discuss the purpose of using a budget.
- Be able to discuss the advantages and disadvantages of buying goods on credit.

ACTIVITIES

1. A) Write the following situations on the board and have students discuss the consequences and how the situations could have been avoided.

    1) Mark has been invited to go to the movies with his friends. However, Mark borrowed against his allowance last week and does not have any money this week.
    2) Jill bought a new lipstick on her way to school with her lunch money. Now, at lunch time she is very hungry but has no money to buy her lunch.
    3) Ricky is saving his money from his paper route in order to buy new fishing equipment. His friends are all going to the circus but Ricky decides to stay home in order to save money. When the day of the circus arrives, Ricky wants to go--but all the tickets have been sold.
    4) William is always lending his friends money, and often they forget to pay him back. He would like to buy a kite this afternoon, but he do not have enough money. None of his friends can pay him the money they owe him.

   B) Discuss the following with the class.

    1) What did all the situations have in common?
    2) Would a budget have helped prevent any of these situations? What does a budget do?
    3) Would the same budget always work for people with the same amount of money to spend? Why or why not?
    4) Can a budget help you buy things that it may seem difficult to buy? How?

   C) If students demonstrate an interest, have them keep a log for two or three days of all their expenses. Then have them code the expenses as N (for necessary) and U (for unnecessary). Have them tally all of their unnecessary expenses to see how much money they could have saved for something they might really want.

2. A) Ask students to keep a personal record of money they spend for a period of two weeks. Have them record the date, the amount spent, and what they bought - a movie ticket, a hamburger, notebook paper, etc. At the conclusion of the two weeks, students should total the amount spent.

B) Discuss the following questions with the class.

1) Did you buy anything on impulse? If so, what? How much did you spend on impulse buying?
2) Did you purchase any items that you have not used? If so, what did you buy? Do you now regret that you purchased the items(s)?
3) What items did you buy that you consider to be basic necessities? How much did you spend all together for basic necessities?
4) What items did you buy that you shared with others - family, friends, etc.?
5) How much money did you spend for things such as roller skating, going to a movie, playing pin ball, etc.?
6) Have you learned anything about your buying habits from this activity that you would like to change? Ask for volunteers to share.

3. A) Have the students read the following situation that describes two boys who want a new bike, and what they decide to do in order to buy it.

Barry and Gary were very good friends, and played together almost every day. One afternoon on the way home from school they noticed a new bike on display in the local toy store. At the same time they both said, "Oh, I've got to have that bike!" They went inside and found out that the bike cost sixty dollars.

That evening both boys asked if they could have the new bike. Barry's parents told him they would let him buy the bike on their charge card but would expect Barry to pay the interest charges. They explained that the interest rate amounted to 18%. Barry earned money by taking care of his neighbor's dog, and he decided to borrow the money and pay the interest.

Gary's parents told him he could have the bike too. However, they did not have the money to lend to him. They suggested that he save his money from his newspaper route until he had enough to buy it. Gary realized it would take a long time, but it was the only way he could buy the bike.

B) Discuss the following questions.

1) Which of the boys do you think had a better arrangement to get the bike?
2) Who would pay more money for his bike?
3) Have you ever bought anything on credit and paid interest? What was it?
4) Discuss some of the advantages and disadvantages of buying something with cash or on credit.

GOAL VII, OBJECTIVE C: The student will begin to practice effective management of money at a simple level.

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4. A) Assign students the task of making up a C-B handle that reflects how the deal with money. Examples: "Tight-Fisted Tommy," "Big Spender Betty." Have students share their "handles."

   B) If students enjoy the activity, they may want to follow up by writing Confucius sayings dealing with money, such as:

   > "Man who buys today, cries tomorrow."

GOAL VII, OBJECTIVE D: The student will be able to explain basic aspects of society's legal system.

Sample Learning Outcomes:

- Be able to discuss the necessity for society to be governed by laws, rules, and regulations.
- Be able to discuss how the legal system can protect an individual's rights.

ACTIVITIES

1. A) Brainstorm with the students on rules that they encounter in their every-day lives. List these on the chalkboard. Some examples are:

    1) Stopping at red lights.
    2) Crossing at corners or crosswalks.
    3) Not throwing trash in the streets.
    4) Respecting the property of others.
    5) Not parking bicycles, cars, etc., in areas where parking is prohibited.
    6) Riding bikes on the proper side of the street.
    7) Signaling for turns.

    B) Discuss the possible consequences for breaking the rules brainstormed by students, such as:

    1) serious accidents occurring
    2) streets and parks becoming unpleasant because of trash and litter
    3) people and animals free to destroy property

    C) Point out to the students that the city, state, and national governments make rules to protect people, animals, and things.

2. A) Assign teams of students to visit the following:

    1) the public library
    2) local supermarket
    3) another classroom
    4) a park or recreation area (bowling alley, skating rink)

    B) Direct the class to observe and determine how people behave in different settings by considering the following and reporting back to the class:

    1) What rules and regulations apply in the setting?
    2) What purpose do the observed regulations serve?
    3) Were most of the people in that environment observing regulations?
    4) Why were most of the people in that environment complying with regualtions even when there is not anyone forcing them to do so?

3. Raise the following questions in order to help students discover how some of our rules are established:

   A) Who gave the policeman a right to fine people who throw trash on the street?
   B) Who gave the dog catcher a right to pick up stray dogs?
   C) Who gave the dog catcher a right to pick up dogs who have no dog tags?
   D) Who gave the housing inspector the right to put a condemned sign on an old house?
   E) Who gave the policeman a right to issue a traffic ticket for driving in excess of the speed limit?
   F) Who gave the grocer the right to sell his goods?

4. A) Divide the class into small groups. Ask each group to discuss rules and laws that help and guide them. Have each group appoint a recorder to keep a record of the rules and laws.

   B) Provide each group with a large sheet of chart paper and magic markers. Ask each group to divide their charts into three columns: "Home Rules," "School Rules," and "Other Rules." Have the group write the appropriate rules from the previous discussion under each column. Display the charts in the classroom.

NOTE: Class charts may be made instead of group charts and displayed. After the discussion, group lists are coded as follows: "H" by rules used at Home, "S" by rules used at School, and "O" by rules used in Other places. All rules used at home are recorded on a class chart labeled home rules, etc.

5. A) Divide the class into small groups. Write each of the following undesirable "rules" on a slip of paper and place them in a hat to be drawn by a member from each group. Have each group present a role-play to the class dramatizing what life would be like if we followed the rules below.

   RULES TO BE DRAWN ARE:

   1) Think only of yourself.
   2) Be just as rude as you can to everyone.
   3) Play in the streets.
   4) Run don't walk in the halls.
   5) Cross the streets on the red light.
   6) Throw paper and trash wherever you like.

   B) Discuss each role-play with the class. Focus on what happens when we do not follow the prescribed rules (opposite of those above).

6. Invite a panel comprised of a policeman, a lawyer, and a probation officer from the Juvenile and Domestic Relations Court to visit the class and discuss the following questions:

   A) Who is a juvenile offender?
   B) What happens to juvenile offenders in our city?
   C) What is probation?
   D) What laws or rules do most juvenile offenders violate?
   E) What happens to young people who violate the compulsory school attendance law?

GOAL VII, OBJECTIVE D: The student will be able to explain basic aspects of society's legal system.

7. A) Have the class collect for one week an many news items as they can find that deal with police action. Divide a bulletin board into two sections: one for the reports that the class agrees show proper police action; the other for those instances which the class believes show the police acted in haste, or in any other incorrect way.

   B) Let the students choose panels to debate the merits of the reports.

   C) If you encounter strong negative response to police actions in general, be ready to ask what they believe it would be like to live in a society where there was no police protection. Can there be "too much" police protection? Let the students draw up a set of standards which they feel police should follow.

8. A) Ask the students to collect news stories for one week dealing with courtroom decisions. Spend a class session discussing the cases, the laws violated, and the legal knowledge a judge must have to perform fairly.

   B) Consider the value that computerized information systems might provide in helping judges keep track of all legal precedents. Conclude the lesson having the students write short science fiction stories about the dispensation of law in 2000 A.D. Would they prefer to try their cases before men or machines?

9. A) Duplicate copies of the following situation for each student to read and complete.

"JURY DUTY"[1]

by Karen Ament

Judge Alexander is addressing the jury:

"You have heard the facts presented in this suit and countersuit. Mr. Smith contends that he stopped at the stop sign, looked both ways, decided that he had ample time before the car approaching on his left would reach the intersection. He pulled from the stop sign and was hit on the left rear fender by Mr. Tremain. Mr. Smith contends that Mr. Tremain was driving faster than he should have been and should therefore pay damages to his car.

Mr. Tremain has testified that while he was exceeding the speed limit, he had the right of way and should expect a car to wait at the stop sign until he had passed. Mr. Tremain is asking the court to hold Mr. Smith responsible for damages to his car.

For benefit of the jury, the law reads that a person shall come to a complete stop at a stop sign, look in all directions and proceed when the driver feels it is safe to do so. The speed limit on the through street is 35 mph. The police report shows that Mr. Tremain was going 45 mph.

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[1] See bibliography.

Now the jury is to decide which party was responsible for the accident. I would also like to instruct the jury that if neither party is at fault, the jury should rule that both suits be dropped and each party be responsible for his own damages."

As a member of the jury, what is your decision? How did you arrive at it?

List all the facts of the case:

____

____

____

B) Discuss what happens if you do not have ALL the facts. Make a list of all the people who are involved in the proceedings from the time the accident occurred to when the case is finally resolved.

C) Set up a mock-courtroom. Select personnel for each person in the courtroom. Act out the situation. Does this give you a better idea of what happened?

10. A) Announce to your class that every student in the room is a judge. Explain that there is a neighboring community where no vehicle is allowed in the park. You are going to present a series of cases that may be violations of the statute. Different judges will be called upon to determine whether the case is, in fact, a violation. Each judge will have to make a determination based on the facts presented. Be sure to identify each student as, "Judge Smith, Judge Jones, etc.," in order to emphasize their roles. After each case, call upon a judge to adjudicate the case. Remind your students that the verdict can range from a "not guilty" to a fine on a scale from five to fifty dollars. Choose a different student each time.

First Case: An automobile drives through the park. It is stopped by a police officer. After checking license and registration, the officer asks the driver why she is driving through the park and if she knows about the statute prohibiting vehicles. The driver says she knew about the statute but was in a hurry to cross town and went through the park as a shortcut.

Second Case: A garbage truck is stopped by a police officer for driving through the park. The driver states that he knows about the law and usually he did not drive into the park to pick up refuse. However, this day there was an unusual amount of garbage, and he could not carry it all by hand.

Third Case: An ambulance is stopped by a police officer for driving through the park. The ambulance did not have its siren operating or its lights flashing. The driver explains that an accident had occurred, and the ambulance was called to pick up an old person. The person is believed to have had a heart attack.

GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

Sample Learning Outcomes:

- Be able to identify personal interests and preferences in work environments which could affect future vocational decisions.
- Be able to discuss factors which affect ability to enter a given vocational field, including requirements for education or training, and special aptitudes.

ACTIVITIES

NOTE TO THE TEACHER: The following activity is an excellent way to introduce this objective to the students. There are five episodes of As The World Works.[1] One episode can be used daily for a week of activity, before you begin a more in-depth discussion of careers and occupations. As a follow-up, students can work in small groups to write additional episodes of the drama and present these to the class.

1. A) Have the students present the following situations to the class using the format of a television drama.

PROGRAM TITLE: AS THE WORLD WORKS

Narrator: As we tune in today, we find the Hendersons, our average American family, excited and eager about the behavior of their Darling Daughter Dawn. The family has been waiting for years for Dawn to make a decision on a job choice.

Mother Henderson, after solving the problems of a gourmet chef and a fish out of water this morning, offers advice to her Darling Daughter Dawn.

Mother: "An interesting job is only interesting if it is interesting to you."

Dawn: "I know, Mother. This is why it took me so long to decide. I realized before I could make any decision about my future, I must truly know myself. The years just flew by as I was such a fascinating person to study."

Mother: "What did you learn about yourself?"

Dawn: "I am a kind, gentle person. I speak in a low, clear voice. I like to be in charge of the situation. I don't like people talking back to me or ordering me around, except for you, of course, Mother dear. I have always been very fond of collecting stuffed animals. I am in awe of the birds and the beasts."

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[1] See bibliography.

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Fourth Case: A group of bicycle riders from the "Fresh Air Is Fun" Club are stopped by a police officer while cycling through the park. The cyclists say they are on a day-long bicycle outing from another town and were unfamiliar with the statute. Several members of the group argue with the officer stating that the law is stupid because the paths are wide enough for riders and walkers.

Fifth Case: This case involves an eight year old girl who is riding her tricycle through the park. An officer stops her and tells her she cannot ride her tricycle in the park. The little girl continues to ride it, telling the officer it is a silly rule and she does not care.

Sixth Case: A group of citizens in the community decides to place an old World War II Army tank on a pedestal in the middle of the park. The tank will be transported on a flatbed truck. Before doing so, a representative of the group calls the Police Department to ask if this is a violation of the statute about vehicles.

B) Conduct a discussion using the following questions:

1) Why would a community want a law about vehicles in a park?
2) What is the purpose of a park and how does the statute protect that purpose?
3) Is the purpose of the park related to the purpose of the statute?
4) If you were legislators rather than adjudicators, would you change the law? How?

Mother: "How wonderful that you've learned all these wonderful things about yourself. But we can't stand the suspense! What, Darling Daughter Dawn, is your career choice?"

Dawn: "I'm going to be a zookeeper. I can use all my wonderful qualities plus the wonderful advice you've often given me, Mother. I hope to use your words of wisdom many times in the world of work as a zookeeper."

Mother: "And what wonderful advice of mine is that, my Darling Daughter Dawn?"

Dawn: "Don't bite the hand that feeds you."

Narrator: I have two questions to ask our TV audience. Please call our phone-a-vision line with your answers to the questions.

1) How did Dawn arrive at her decision to be a zookeeper?
2) What does Mother Henderson mean when she says, "An interesting job is only interesting if it is interesting to you?"

Tune in tomorrow, same time, same station.

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B) PROGRAM 2

Narrator: As we tune in today, we find the Hendersons, our average American family, heartbroken and puzzled over the behavior of their eldest son, John. He is causing the family great concern since he lost his job as a trapeze artist.

Mother Henderson listens to the misfortunes of her son John.

John: "I thought my job as a trapeze artist would really work out. It offered all the things I was looking for in a job. It fulfilled my needs of excitement, travel, and meeting interesting people. I loved the environment of the circus. I quickly learned the language of the big top. It was the height of everything I ever dreamed of doing."

Mother: "But John, you say you liked the job of trapeze artist. You liked the environment of the circus and the language of the big top. Tell me, my son John, where did your father and I go wrong? Why couldn't you make it in the world of work as a trapeze artist?"

John: "I kept falling off the trapeze, Mom."

Narrator: Okay folks at home, call our phone-a-vision line with your answers to the following questions.

1) What ingredient of work was John missing that caused him to fail as a trapeze artist?
2) If John really wants to succeed as a trapeze artist, what will he he have to do now?

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Narrator: Tune in tomorrow for the next episode of As The World Works.

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C) PROGRAM 3

Narrator: As we tune in today, we find the Hendersons, our average American family, shocked and troubled over the behavior of their enterprising daughter Emily. The family cannot understand Emily's decision to give up her career as a heart surgeon.

Mother Henderson, after solving the problems of a baffled butcher and a caged canary this morning, looks deeper into the sad story of Enterprising Emily.

Mother: "Enterprising Emily, you've worked so hard to become a brilliant heart surgeon. You've studied and trained for ten years. The entire family has scrimped and saved to send you all over the world to study the heart. You have easily mastered even the most complicated skills. We only wanted you to find true happiness in the world of work. Will you ever know what went wrong?"

Emily: "Mother, I tried to work hard and be happy. I enjoyed all my years of education and training. I loved saving lives. I liked all the doctors and nurses. I enjoyed mastering even the most complicated skills. But I didn't like the environment of the job. I just couldn't stand hospitals. Every time I entered a hospital, I always wanted to come home."

Mother: "What will you do now to take a second chance at happiness in the world of work?"

Emily: "I've decided to open an office in our lovely home and design valentine cards."

Mother: "I just can't understand why you would toss aside your brilliant career as a heart surgeon to stay home and make valentines. Why, Enterprising Emily, did you make this decision?"

Emily: "I've discovered after all these years, Mother...Home is truly where the heart is."

Narrator: Our questions for today are:

1) What is the one thing Emily does not like about her job as a heart surgeon?
2) Why does Emily think she will like her new job?
3) Is there some way Emily could have found out about her dislike of hospitals before she entered the world of work?

Call us on our phone-a-vision line with your answers.

Narrator: Tune in tomorrow, same time, same station for As The World Works.

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D) PROGRAM 4

Narrator: As we tune in today, we find our average American family, on the brink of tears over the behavior of their sweetest daughter Sue. The family has been saddened to learn that Sweet Sue has been released from her job at "Ye Olde Bake Shoppe."

Mother Henderson, after solving the problems of a roller derby star and a cowardly collie this morning, offers a sympathetic shoulder to her daughter.

Sue: "For awhile everything was fine. My tea cookies were tasty. My breads were superb. My pie crust was unusually flaky."

Mother: "I don't understand. If your tea cookies were tasty, your breads superb, and your pie crust unusually flaky, what more could anyone ask?"

Sue: "Well, Mom, I had one basic problem. I kept getting confused. When they said, 'Go get the bread or dough,' I took money out of the cash register. When they said, 'Make a pineapple upside down cake,' I tried baking standing on my head. Then I became quite upset and started to cry. My boss comforted me by saying; 'In the world of work, you must let the chips fall where they may.' So I dropped the chocolate chips all over the floor. He fired me and said I'd better find out what they were talking about."

Mother: "Oh my heart aches for you, my sweet. It must have been so dreadful. Tell me, when he fired you, was he kind and considerate? What did he say?"

Sue: "The boss told me, 'Sorry Sweet Sue, that's the way the cookie crumbles."

Narrator: The questions for our TV audience are:

1) What went wrong with Sue's job at the bake shop?
2) What one thing can Sue do to succeed as a baker?

Call in your answers.

Narrator: Tune in tomorrow, same time, same station for As The World Works.

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GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

E) PROGRAM 5

Narrator: As we tune in today, we find our average American family, bedazzled by Mother Henderson's sudden announcement. The family is spellbound as they learn that their mother is about to enter the world of work.

Mother Henderson, after spending year upon year solving other people's problems, has decided to turn professional.

Mother: "I received a job offer after my appearance as a contestant on that top-rated TV show, The Problem Game. I'm going to be hostess for the new talk show, The World Of Work."

Dawn: "Why did you decide to accept this job?"

Mother: "First, it will fit my needs, interests, and abilities. You know how I love to talk."

Sue: "What else, Mother?"

Mother: "Second, it will make use of my skills and experience. Haven't I done a splendid job helping all of you to solve your work problems? As I often said, 'Experiencing experience is always an experience.'"

John: "Is there any other reason?"

Mother: "Third, it will be a career that relates to my life goals of helping those in need whether they need it or not."

Sue: "But won't it be difficult keeping up with a challenging career and a challenging family?"

Father: "You know how your mother loves a challenge."

Mother: "Gather round my children and tell me what do you think of your mother entering the world of work?"

All: "Your experience in other people's business should qualify you to know your own business."

Narrator: Only one question today.

1) Why does Mother Henderson think she is suited to be the hostess of a talk show about the world of work?

Call our phone-a-vision line with your answers.

Narrator: Thank you out there in TV land for watching As The World Works. The program will not be seen next week because of a special news program.

GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

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2. Duplicate the exercise below and give a copy to each student. Read the directions and give students time to complete the checklist. Discuss the questions that follow.

WHO IS WORKING?

Have you ever heard someone answer the question, "What is work?" by replying, "Activity for which a person gets paid."? Let us examine this answer by identifying those activities, in the list below, that people are paid for doing.

Check the item(s) below that a person is paid for doing.

___selecting and ordering books and other materials for a library
___taking food orders in an eating establishment
___giving blood
___doing homework
___lifeguarding at a swimming pool
___being class president
___painting houses
___selling insurance
___stocking products in a store
___delivering mail
___leading a Scout troop
___being on the school basketball team
___babysitting for little children
___playing on a major league baseball team
___driving a truck
___directing the school band

How many people are doing work?______________________________
How many of them are getting paid?___________________________
___________________________________ is a good way to determine
if someone is working or playing.____________________________
Tell why or why not____

A) Discuss with the students whether they had any problems determining who was getting paid and who was not. For example: Do people always get paid when they give blood?

B) Ask the students if people ever get paid for doing something that they do not think is work?

3. Discuss with the students why people work by reading the following:

Have you ever given thought to the question, "Why do people work?." The obvious response is, "People work to make money!" This response is incomplete because it is not money people work for, but the goods and services the money can buy. People work to satisfy their needs. In the process of satisfying their own needs, their work satisfies the needs of others. This happens because the work produces goods and provides services.

GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

Goods are products produced by enterprises or organizations that satisfy human needs.

Services are work done by enterprises or organizations that satisfy human needs.

Much work is done within an enterprise. An enterprise exists when work is done for a special purpose. Sometimes an enterprise may be called a company, plant, business, factory, school, city hall, or some other name. People work together to achieve the goal of the enterprise.

People working in enterprises earn money. They use the money they earn to consume goods and services that satisfies their personal or family needs. This is a continuous circle whereby workers produce goods and services which provide them with money to buy the goods and services produced by other workers.

There are two kinds of enterprises:

1) an enterprise may produce a product, or
2) an enterprise may provide a service.

Some examples of enterprises that produce products are: automobile manufacturers, book companies, vacuum cleaner factories, and bakeries. Some examples of enterprises that provide services are: an auto body shop, the post office, a hospital, and a garbage collection agency.

A) Have the students use the yellow pages of the local telephone directory to make a list of six enterprises that produce a product and six enterprises that provide a service.

PRODUCE A PRODUCT	PROVIDE A SERVICE
Examples-Houses	Example-Education
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________
6. ____________	6. ____________

B) Discuss with the class whether there were any enterprises which gave them difficulty in determining if they produced goods or provided services. Did any of them do both?

C) At random name several enterprises, such as: book store, FBI, car wash, telephone company, bakery. Have the students tell you whether each of them provides a service or produces a good.

GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

4. A) Emphasize the importance of a person feeling good about the surroundings in which he/she works by giving each student a copy of the following list. Ask them to check the surroundings in which they would feel happy as a worker. They may check as many as they like.

__indoors
__outdoors
__warm climate
__cold climate
__changing climate
__underground
__in the sky
__in or under water
__large city

__small town
__wilderness
__rural area
__elegant surroundings
__high pressure surroundings
__quiet surroundings
__noisy industry
__loud music
__by yourself

__with many people
__with children
__in a classroom
__medical surroundings
__in an office
__in a factory
__on the highway
__in a store
__relaxed surroundings

Then have students choose the three work surroundings in which they would most like to work.

B) Read the following letters to the Work Wizard and ask students to give job suggestions.

Dear Work Wizard:

I would like to work outdoors in a warm climate. I like to work by myself in quiet surroundings. Do you have any suggestions as to what kind of job I would like?

Linda Calmly

Dear Work Wizard:

I am interested in a job where I would be around people. I like living in a large city and noisy surroundings do not bother me. Can you suggest some jobs for me to investigate?

Carl Chaos

C) Assign the students to write a letter to the Work Wizard based on the work surroundings they chose in A. Ask students to share their letters with the class and make suggestions to each other for jobs.

5. Assign the students to interview three people about their work using the interview questions below. They may talk with school personnel, family, neighbors, the mailman, grocery store personnel, etc. Ask students to share the information they gather with the class.

What is your job title?______________________________
How long have you worked at your present job?______________
What skill, training, or education is necessary for your job?
____
What are some of your duties?_________________________
What is the most difficult thing about your job?__________
What is the most rewarding thing about your job?_________
What advice would you give to someone interested in your job?
____

GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

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6. A) Give each student a copy of the activity below.

COMBINATION OF INTERESTS

Even if you have a special combination of interests there may be several types of work that might use those interests. Interests are those things that you like especially well. On the left side of the page there are things that some people are interested in. On the right side of the page there are occupations that might use those interests. Place the number or numbers on the line before the job that it matches.

1. Enjoys serving people
2. Enjoys making meals
3. Likes being out late
4. Likes to read
5. Likes to go to school
6. Wants to share their ideas
7. Enjoys using tools
8. Likes to make things with their hands
9. Likes to be helpful
10. Enjoys traveling
11. Likes to manage
12. Likes to work with machines
13. Likes to work with many people
14. Likes to work outside
15. Likes to explore
16. Likes taking risks

__cabinet maker
__computer technician
__dental hygienist
__astronaut
__garbage man
__teacher
__truck driver
__miner
__pilot
__furniture maker
__writer
__parking attendant
__cook
__hostess
__stewardess

__secretary
__nurse
__metal worker
__policeman
__librarian
__fireman
__waitress
__tunnel digge
__editor
__boat captain
__mailman
__subway condu
__carpenter
__doctor
__salesperson

B) Discuss: Did many of the jobs require more than one interest?

7. (VOCABULARY) A) Play the "Career" word game below with the class. The students should be told to read and follow the directions. Allow them approximately ten minutes to look for words. For your convenience the following is a more complete list of words that might be found in the title letters:

nurse, cop, porter, operator, carpenter, printer, painter, poet, racer, pastor, prospector, guide, dancer, cooper, trooper, doctor, dentist, tennis pro, sea diver, guard, driver, engineer, critic, inventor, sports pro, actor, educator, conductor, singer, coroner, contractor, courier, vendor, artist, and potter.

DISCOVERING CAREER OPPORTUNITIES

Using the letters from the three words in the title, see how many jobs or careers you can list. Use each letter only as many times as it occurs in the title words. There are at least 35. How many can you find?

________________ ________________ ________________
________________ ________________ ________________
________________ ________________ ________________

GOAL VII, OBJECTIVE E: The student can compare the merits of a number of vocations and careers and evaluate the requirements for job entry.

8. Invite local radio and television entertainers, musical performers or modelling agency personnel to discuss the entertainment field and other occupations that are often seen as glamorous and exciting. Ask them in their discussion with the class to emphasize the need for talent, training, and hard work.

9. A) Have the students read aloud the poems which follow. Then have them individually write one or two suggested career selections for the characters. Compare the students' choices. At the conclusion of the activity have the students answer the last question.

THE RIGHT PERSON FOR THE JOB[1]
by Judy Jennings

Many people choose certain jobs in the world of work because of their interests, attitudes, or abilities. Identify some jobs the following people might choose in the world of work.

PERSON — JOBS

Molly likes to chat, __________
She's friendly and polite. __________
She can talk to people __________
All through the night. __________

How do things work? __________
George wants to know. __________
He likes to figure __________
Why something will go. __________

Sue's in the garden. __________
On plants she's keen. __________
She makes anything grow. __________
Her thumb's so green. __________

Jerry's quite organized, __________
Neat as a pin. __________
Everything's just so, __________
When it's done by him. __________

Mark's always helping __________
Animals and friends. __________
He'll see them through, __________
Till they're on the mend. __________

Amy likes to tinker __________
On motors and such. __________
For anything else, __________
She doesn't care much. __________

Sally wants to say, __________
What others should do. __________
She's always the boss, __________
And good at it too. __________

What person (persons) are you most like?

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[1] See bibliography.

B) Ask the students to write a similar poem describing themselves. Have them tell about some of their likes and dislikes. Let the students exchange poems and suggest careers for each other.

C) Discuss the following.

> Does your sex affect the job choices available to you?
> For example: Could Mark be a nurse if he wanted to be one, or can only girls be nurses?

10. A) Read aloud the following story to the class, or let two students take the parts of Joe and Charlie, while you read the narrative.

"JOE AND CHARLIE"[1]

When they were in the fifth grade, Joe said to Charlie, "Why should I go to school? I'm going to be a mechanic!"

"I'm going to be a mechanic, too," said Charlie. "But I don't see how school can hurt."

"You'll see," said Joe. "I'm going to quit school just as soon as I can. By the time you get out, I'll be way ahead of you."

And Joe kept his word. As soon as he was old enough to leave school, he did. He got a job in a garage, and, while learning his trade, saved every penny he could. He wanted a garage of his own.

Charlie stayed in school through high school graduation. He took all the mechanical and science courses he could since he, too, wanted his own garage some day. Charlie also took courses in typing and bookkeeping, thinking they might come in handy. He played on the football team and enjoyed other school activities.

Not long after Charlie finished high school, Joe had saved enough money to open a small garage of his own.

"Want to come to work for me, Charlie?" he asked his friend. "I'd be glad to teach you the business."

"No, thanks, Joe," answered Charlie. "I'd feel badly about quitting when I open my place."

"By that time, I'll have the biggest garage in town," laughed Joe.

So Charlie kept working and saving his money until he could buy a garage a little smaller than Joe's.

Then a strange thing began to happen. While Joe's garage stayed pretty much the same, Charlie's garage began to flourish and grow until he built a new building several times larger than Joe's old one.

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[1] See bibliography.

"How can this be, Charlie?" asked Joe one day as they had lunch together. "I work every bit as hard as you do."

"Harder," said Charlie.

"And I've been a mechanic longer than you have," said Joe.

"Much longer," said Charlie.

"Then, why are you so much more successful than I am?" Joe demanded.

"You're about the best engine man in town, right?" said Charlie.

"If you say so," smiled Joe.

"What about air conditioning, automatic transmissions and emission controls?" asked Charlie.

"Don't like to fool with them," said Joe. "I try to read up on them, but the manuals are too complicated for me!"

"Uh huh," said Charlie, "and where do your customers come from?"

"I've had most of them for years. I've lost some, and new ones are hard to come by. I don't have all those school chums like you do."

"I see," said Charlie. "How do you charge your customers for the work you do?"

"Whatever I think is fair. Some too much, some too little. But it all evens out."

"And how do you keep track of expenses?" asked Charlie.

"I pay what I can, when I can. I'm not much with figures."

"That about covers it," said Charlie, shaking his head.

"Covers what?" asked Joe. "Answer my question! Why are you more successful than I am?"

"You answered that question yourself," said Charlie.

B) Discuss with the class why they think Charlie is more successful than Joe.

C) Place the following 1972 statistics from the Digest of Educational Statistics on the chalkboard.

Annual income of men 25 years and over by years of school completed:

Number of years of school completed	
Elementary	Average Income
Less than eight years	$ 5,235
Eight years	$ 6,756
High School	
One to three years	$ 8,449
Four years	$ 10,433
College	
One to three years	$ 11,867
Four years or more	$ 16,201

Ask students what these statistics show, and why they think there is a difference in income. Discuss conclusions that can be drawn.

11. Give each student a copy of the following story. The students should put their names in the title of the story. They can then complete the story about an imaginary day of work. Select students to read their stories.

A DAY IN THE LIFE OF __________

Imagine that you have finished your education. You are now working in the career of your choice. Write a story about the work that you are doing on one day in your life. The guidelines below will help you write the story.

Ever since I was about ___ years old I wanted to become a __________. It is a very _____ occupation, and I would like to tell you about a typical day in my life. First of all, let me tell you how I became a ________. (Tell what influenced you to become what you are.)

____

____

Some of the things I need to know in my work are: ____________________

____

The skills I need to perform the tasks in my work are: ______________

____

People in my occupation usually work (where? in the city? in the country? etc.) ____

____

(Give other details about your work.) ______________________________

____

A) Discuss with the students how they chose their occupation for the day.

B) To expand the lesson, have the students write about "the biggest problem in my job is..." Read the stories out loud. Ask the other students if they think the things named would really be a problem in that job.

GOAL VII, OBJECTIVE F: The student will be able to apply his knowledge of health information in his daily decisions and choices.

Sample Learning Outcomes:

- Be able to discuss the importance of a given health habit.
- Be able to describe nutritionally-balanced meals for one day.

ACTIVITIES

NOTE TO THE TEACHER: If you can, obtain "The Healthy Way In Wonderland," a filmstrip series issued by Walt Disney. The films serve as an excellent introduction to major health concepts. The first five activities are correlated with filmstrips concerning good nutrition, exercise, skin care, cleanliness and grooming in that order. If the filmstrips are not available to you locally, write Walt Disney Educational Media Company, 800 Sonora Avenue, Glendale, California 91201.[1]

1. A) Administer the following pre-test to the students. Ask them to mark the answers and put their papers away without revealing the answers or showing their papers to anyone.

PRE-TEST FOR CHEF AHMALETTE'S HEALTH DIET

Mark each statement below true or false!

True 1. There is no single food that will give your body everything it needs.

True 2. It is important to eat three meals a day.

False 3. Minerals and vitamins are removed to balance your diet.

False 4. You should drink water only when you are thirsty.

True 5. Your body gets rid of wastes through perspiration and elimination.

B) Show the filmstrip, Chef Ahmalette's Health Diet, to the class. A summary of the filmstrip follows:

Tweedledum wants to go on Mr. Plumbutter's all-plumbutter diet in order to become one of the healthiest kids in Wonderland and thereby win a pony. But Tweedledee calls on the King's Chef to show Tweedledum that CHEF AHMALETTE'S HEALTH DIET is the only safe plan for good health. The boys and Mr. Plumbutter learn about the four basic food groups and why a variety of these foods is important for good nutrition. The Chef also shows them that between-meal snacks of sweets and soft drinks can spoil their appetites. Finally, the boys learn that plenty of water is needed to remove body wastes through perspiration and elimination. Tweedledum is at last convinced that the only way to win the good-health contest is by following Chef Ahmalette's advice.

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[1] See bibliography.

C) Discuss the filmstrip with the students, focusing on the following points.

1) A healthy diet is balanced with a selection of foods from the basic four groups which provide all the nutrients necessary for growth.
2) The body needs three well-balanced meals a day.
3) Sufficient water or other liquids are needed to remove body waste through perspiration and elimination.

D) Have the students review their pre-test answers and make any corrections they want before passing them in to the teacher. Correct the wrong answers to the pre-test and return the papers to the students without a grade. Encourage the students to keep the papers for future reference.

2. A) Write the stem, "Regular exercise is important to...," on the chalkboard and ask the students to think of phrases to complete it. Example:

REGULAR EXERCISE IS IMPORTANT...

1) To keep muscles strong.
2) To keep the heart strong.
3) To maintain stamina.

B) Show the filmstrip, Miss Huff'n Puff's Exercise Troupe to the students. A summary of the filmstrip follows:

When MISS HUFF'N PUFF'S EXERCISE TROUPE needs a replacement gymnast, Tweedledum wants to volunteer his services. After entering a one minute physical fitness machine in order to prepare for joining the Troupe, Tweeledum finds out that good physical conditioning can't be gained so quickly. Miss Huff'n Puff's Troupe then reminds the pair that physical fitness is important to all bodily functions and demonstrates the correct way to gain and keep good physical conditioning. The body's need for rest and sleep is also emphasized. The story ends when the White Rabbit arrives just in time, bringing along a gorilla who is REALLY in shape to join Miss Huff'n Puff's Exercise Troupe.

Discuss the filmstrip with the students focusing on the following points:

1) Physical fitness is important to the whole body.
2) Good physical condition develops through regular exercise.
3) Adequate rest and sleep are important in maintaining good health and a pleasant disposition.

C) Vary the popular game, "Simon Says," to become "Miss Huff'n Puff Says," and let the person chosen to be the leader give physical fitness directions for the group to follow.

D) Administer the following test to the students. Discuss the answers with the students and have them correct their wrong answers.

TRUE OR FALSE

True 1. If you do not exercise regularly, your body will not be in good physical condition.
True 2. A strong heart and strong muscles make a good foundation for physical fitness.
False 3. Physical fitness is not necessary for good blood circulation.
True 4. You should rest after exercising or after a heavy meal.
False 5. Your organs work hard while you are sleeping.

Select the correct answers:

1) Our muscles and heart get stronger when we ____ regularly.

worry exercise relax

2) Your heart helps your ____ circulate or move freely through your body.

blood air muscles

3) ____ are good forms of exercise.

puzzles movies outdoor games

4) If you are ____ you learn more quickly.

asleep alert awake

5) Your organs and muscles ____ when you are asleep.

work harder are the same slow down or rest

ANSWERS: (1) exercise, (2) blood, (3) outdoor games, (4) alert, (5) slow down or rest.

3. A) Show the filmstrip, Mr. Dermis's Holiday, to the students. A summary of the contents of the filmstrip follows:

In MR. DERMIS'S HOLIDAY, Mr. Dermis arrives by train to visit Tweedledee and Tweedledum. However, he leaves on the same train when he becomes afraid that their planned trip to the beach will injure his skin. Tweedledee and Tweedledum are disappointed to see their visitor leave and decide to substitute a visit to the WONDERLAND HEALTH THEATRE which is featuring "Oh, My Epidermis!" on its marquee. Inside, they learn about the structure and function of their skin and how to protect it from injury, infection, and disease. When they leave the theatre, they find Mr. Dermis has returned with his skin in a battered condition due to a train accident caused by his over-supply of skin-protective equipment. Tweedledee and Tweedledum offer him first aid, and he decides to spend his holiday with them after all.

B) Discuss the filmstrip with the students focusing on the following points:

1) The structure and function of the skin.
2) Common skin problems and injuries listed in the filmstrip and methods for preventing some of them.
3) The right and wrong ways to administer first aid to minor skin injuries.

C) Have the students make a chart illustrating skin injuries and diseases and the acceptable way of treatment and prevention. Students may work on the charts individually or in groups. Display the charts in the classroom.

D) Administer the following test on skin problems to the students. Have the students correct their papers and keep them for reference.

TRUE OR FALSE

True 1. Your skin helps to protect your body from injury.
False 2. Your skin does not grow very much.
True 3. Freckles come and go.
True 4. Deep splinters should be taken out by a doctor.
False 5. Oily skin gets chapped easily.

Select the TWO correct answers:

1) The sun can cause these skin problems...
   splinters freckles sunburn
2) Other skin problems are...
   cells warts ringworm
3) Nerve endings in your skin help you feel...
   sharp and dull red and black hot and cold
4) Your skin is always...
   burning growing forming new cells
5) A doctor should treat...
   ringworm deep splinters chapped lips

ANSWERS: (1) freckles, sunburn; (2) warts, ringworm; (3) sharp and dull, hot and cold; (4) growing, forming new cells; (5) ringworm, deep splinters.

4. A) Show the students the filmstrip, The Neat-Bird. A summary of the filmstrip is as follows:

When trying to capture THE NEAT-BIRD, Tweedledee and Tweedledum learn that he is scared away by untidy people. A zany taxidriver takes them to the "People-Cleaner" (much like a car wash), where they learn about the importance of clean hair and a clean, infection-free scalp. After their hair scrubbing, they enter the "Teeth Cleaning Station" and then are conveyed on through the "Manicure and Pedicure" department. They are deposited, clean and well-groomed, at the other end of the "People-Cleaner" and find that the neat Badoola bird is waiting to be taken home by the two immaculate characters.

GOAL VII, OBJECTIVE F: The student will be able to apply his knowledge of health information in his daily decisions and choices.

B) Discuss the filmstrip with the students focusing on the following points:

1) The importance of clean, well-groomed hair and nails in the maintenance of good health and neat appearance.
2) The basics of good dental health which include proper cleaning of teeth and the mouth, good eating habits and regular dental check-ups.

C) Use the following to review and/or evaluate the students' understanding of the filmstrip.

TRUE OR FALSE

True 1. Your hair should be washed once a week.
False 2. Soap works as well as shampoo when washing your hair.
True 3. Your tongue should be brushed clean.
False 4. Fingernails and toenails should be cut and shaped the same way.
True 5. It is good to rinse your mouth with water if you can't brush your teeth.

Select the right word:

1) Tiny insects called ____ can live in hair that is not washed often.
   nice lice mice
2) Hair can be kept clean every day by ____ it.
   brushing curling cutting
3) ____ does not help your teeth.
   brushing milk sugar
4) You should cut ____ straight across.
   fingernails toenails hair
5) A neat person keeps his fingernails, toenails, and hair the appropriate ____.
   color look length

ANSWERS: (1) lice, (2) brushing, (3) sugar, (4) toenails, (5) length

5. A) Show the filmstrip, The Wizard of Good Appearance. A summary of the filmstrip is as follows:

Tweedledee and Tweedledum call upon THE WIZARD OF GOOD APPEARANCE when they are unsure of what to wear to the King of Heart's party. The Wizard arrives with his magic wand, Albert. After assuring himself that the boys have bathed, put on clean socks and underwear, trimmed their nails, and combed their hair, the Wizard orders his wand to bring their clothes. But the impetuous wand rushes off too soon, and haste makes waste. Albert finally succeeds in dressing the pair in attractive, well-fitting clothes and shoes. Then, using his magic powers, the magic wand whisks Tweedledee and Tweedledum through space to get them to the party in time.

B) Discuss the filmstrip with the students focusing on the following points:

1) The factors of cleanliness, neatness, and appropriate clothing in producing a good appearance.
2) Appropriate dress for different activities and different locales.
3) Some hazards of inappropriate clothing or costumes.

C) Use the following questions to review the filmstrip, The Wizard of Good Appearance.

TRUE OR FALSE

False	1.	You must have new clothes to really have a good appearance.
True	2.	Your clothes should be clean and in good repair to be neat.
False	3.	Party clothes look good anywhere.
True	4.	You need special clothes for special activities.
True	5.	Clothing can catch on fire.

Select the correct answer:

1) How often should you put on clean underwear and socks?
   a) every day; b) every hour; c) every week
2) Why does an Eskimo wear different clothing than we do?
   a) his stores are far away; b) he wants us to notice him; c) the temperature of his land is colder than ours
3) Why should clothes fit properly?
   a) they are more comfortable that way; b) they are safer that way; c) both a and b are correct
4) What is the most important thing to consider when wearing a costume?
   a) it should be flameproof so that it will not burn; b) it should be useful; c) people should not be able to guess who is wearing it
5) What helps you to have a good appearance?
   a) wear unusual clothes; b) wear clean clothes that are mended and neat; c) wear your best clothes all the time

ANSWERS: (1) a, (2) c, (3) c, (4) a, (5) b

6. Show the filmstrips from the Nutrition series available from:

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

These filmstrips present the basic four food groups through the adventures of the Nutrition Trio. The titles are:

MEAT FOODS
MILK FOODS
VEGETABLE - FRUIT FOODS
CEREAL AND BREAD FOODS

GOAL VII, OBJECTIVE F: The student will be able to apply his knowledge of health information in his daily decisions and choices.

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7. **NOTE TO THE TEACHER:** As a supplement to Goal VII, you may wish to order the Nutrition Action Pack available for two dollars from:

McDonald's Action Packs
Box 2594
Chicago, Illinois 60690

This booklet, prepared by the Community Nutrition Service of the Cleveland Health Museum and Education Center and McDonald's Corporation, aims to give children a sound foundation upon which to make rational food choices based on nutrition guidelines. Included in the Action Packs are thirteen activity master sheets, each one producing a minimum of two hundred copies.

THE "HOW TO..." SECTION

Many activities in this guide suggest use of a given process which is not described in any detail within the instructions. Rather than repeat the directions a number of times, a more complete discussion of methods is given here. The processes and techniques which follow are:

A. Building Sub-groups
B. Role-playing
C. Brainstorming
D. Collage-making
E. Making Mobiles

A. TECHNIQUES FOR BUILDING SUB-GROUPS

When activities call for students to work in sub-groups, care must be taken that a means is found to divide the class in such a way that no one feels left out or unwanted. It will generally be better if you use one of the methods suggested, or a similar one, rather than asking students to find partners or form groups on their own.

Some Techniques for Building Sub-groups:

1. Groups may be formed arbitrarily such as: the first five will be group 1, the second five will be group 2, etc.

2. Groups may be built by forming pairs, trios or quartets.

3. Groups may be formed by counting off 1, 2, 3, 4, 5; all one's form a group, all two's form a group, all three's, etc.

4. Groups may be built on a criterion:

    a. People you know least well.
    b. People you share a common interest with.
    c. People you would like to know better.

5. Students might select from a jar containing tokens or slips of paper coded with colors, numbers or alphabets. Then all students with red tokens form a group, all blues form a group, etc.

Care should be given never to isolate a child when sub-groups are being formed. If there is an uneven number, one group may be larger or smaller than the others so as to include all students. If an uneven number hinders the group task, an observer may be used. The role of the observer should not be minimized. The observer must have a task and an opportunity to share his observations with the sub-group and/or the large group.

Some Procedures for Reporting:

When the small groups have completed the task, there should be an organized procedure for each group to share and report the results of its efforts. A recorder or secretary (appointed before the group began its task) may report to the class or each group may be asked to share its results, allowing all members to contribute. Group reports may be written on large sheets of newsprint and posted in the room. Individual group sharing should be followed by large group discussion.

B. ROLE-PLAYING IN THE CLASSROOM

by Ruby M. Hoyt

Role-playing calls for a student to step outside the customary role that he plays in life, and relinquish his usual patterns of behavior for the role and behavior of another person. This "new" role may be that of a real person or may be entirely fictitious. The student assumes the role of another person in the present or at a different time and place, and attempts to speak, feel and behave like the other (new role) person. The student's own behavior is not the issue.

Role-playing can be used effectively in the classroom to (1) help solve interpersonal problems, (2) teach human-relations skills, and (3) facilitate subject-matter learning through the dramatization of literary and historical works and historical or current events.

Rationale:

Role-playing has tremendous potential for the average elementary and secondary classroom. It provides opportunity whereby:

1. Students can act out their true feelings without the risk of sanctions or reprisals.

2. Students can discuss and examine relatively private issues and problems without anxiety.

3. Students can identify with the real worlds and imaginations of other children and adults; they may begin to understand the effects of their behavior on others, and they may gain significant information about the motivations for their own and other people's behaviors.

4. By practicing a variety of behaviors through role-play and by discussing the effect of each, students may be able to make more realistic choices for their actions.

Procedures for Role-playing:

NOTE: While these procedures are discussed in some depth, they should actually take only a few minutes.

1. Explaining the General Situation

   The students should understand the educational purposes of the role-play and how the issue is relevant to them. It is important for the entire class to know the site, general characteristics, and broad courses of action within the situation and the problem or issue should be concrete and real enough for students to understand its relevance to their daily lives. This general explanation should be brief.

2. Selection of Participants

There are many methods of selecting actors for a role-play; however, a child should feel free to decline a role if he feels uncomfortable in it. The assignment of a student to parts that portray his usual life role should always be avoided. Some methods of filling roles are:

a. teacher assignments
b. class participation in selecting players
c. rotation of roles - students taking turns at roles
d. players chosen by chance
e. student volunteers

3. Briefing the Players

The better the players understand the parts they are to play, the better they will fit into their roles. Briefing should include role description and identification of the personal feelings and ideas of the character to be portrayed. Briefings may be oral or written; name tags may also be used for the characters.

4. Briefing the Audience

The purpose of briefing the audience is to involve all students in the role-play in a fruitful and active manner. This can be done by:

a. giving members of the audience specific points to look for or characters to observe

b. suggesting that each member of the audience try to experience or identify with the feelings of a particular character

c. assigning some other task that makes each member of the audience responsible for observing some aspect of the action

The role of the audience should be clear to avoid confusion and to enhance total class participation.

5. Setting the Stage

A final formality before the role-play begins is the definition of the physical area, setting, time, and props for the role-play.

6. The Enactment

The role of the teacher during the actual role-play is to serve as a guide The teacher must gauge time carefully and not let the drama drag on so lon as to lose class interest, but must let it last long enough to present the problem effectively. As the main action of the episode progresses, the teacher needs to watch for members who fall out of role and give them the help they need in regaining it. It is also important to watch for members who are in danger of experiencing hurt feelings. The teacher/leader must be sensitive to the direction as well as the length of the drama, based on the purpose of the role-play.

7. Discussion and Generalizations

At the conclusion of the dramatic action the teacher will want to engage the class in discussion. He will help class members review the actions and organize the data the observers have collected. They may analyze cause-and-effect relations, and speculate on alternative behavior patterns. Some of the most crucial learning will occur during this stage of the role-playing process, and the teacher should be prepared to take full advantage of the learning potential of this post-role-playing session. New behaviors can be discussed here, with their advantages and disadvantages given full attention. Creative insights and systematic observations can be brought together and publicly shared. The discussion can help to bring an actor out of his role and back to his "real self" and enables critics and other observers to concentrate on the role behavior and not on the actions of the actors.

The discussion should always include the audience. Some of the preliminary issues the actors or the audience might speculate about are (1) how the individual characters were feeling, (2) what the characters wanted in the situation, and (3) why the characters responded in the way they did. If these issues can be understood, subsequent discussion might focus on alternative ways of responding to such interpersonal situations. In most cases the teacher should follow the lead of the discussion and not over-emphasize any learning. Belaboring of the insight by the teacher may make it difficult to accept. The students will learn best when they come to their own or peer-aided conclusions. Another important issue in the discussion process is the need to minimize negative judgment.

8. Re-enactment

After the discussion, and either before and after the evaluation process the teacher may decide to take advantage of new insights and alternative suggestions for role behavior by asking students to replay the problem situation.

The teacher could take advantage of such suggestions by replaying the situation immediately, with the characters attempting to act upon these new suggestions.

The importance of re-enactment is that it gives students an immediate opportunity to experiment with new and alternative behaviors. Thus it takes full advantage of the processes of role-playing and group discussion of interpersonal relations for promoting behavioral change. Re-enactment is the final step of this process, but it may also inaugurate a new round of discussions and evaluations. The re-enactment and evaluation phases can be reversed in certain situations, and in some cases evaluations can be delayed until the class has played several re-enactments.

9. Evaluation

This step is optional, and will usually be more appropriate with older students.

The teacher can gain an objective evaluation of a role-playing session through discussion or a post-session questionnaire asking questions such as "How did you like today's session?" or "How do you like role-playing?"

Evaluation attempts can serve several purposes, among which might be to provide (1) feedback from students to teacher on how they felt about the session in general and the teacher's role in particular; (2) clues that would lead to improvement in use of the role-playing technique itself; (3) suggestions for new problems or new situations to be role-played; (4) information regarding specific "learnings" or outcomes for the session.

Summary:

Role-playing need not result in solutions that fully resolve the story problem. Instead, the goal is to achieve some growth on the student's part in sensitivity to others' feelings, and to achieve responses that reveal growth in personal integrity and group responsibility. If the group's response suggests that the students are becoming increasingly aware of the humane issues involved in the social problems they are analyzing, they are making important growth.

The role-playing leader carefully avoids imposing his answers on the group. The young people, it is hoped, will develop insights from discussion and enactments. In guiding role-playing, the teacher must bear in mind a set of basic assumptions about behavior and the teacher-learning process. Most central is the belief that each individual can cope with his own life situation and can grow in his capacity to deal with his problems intelligently. Accordingly the individual must be permitted to make his own decisions and to learn from his own mistakes. In guiding young children, the teacher must tolerate low level efforts to solve problems; she must not show children how to cope but should make it possible for them to discover better ways to handle their difficulties, and thereby to grow in ability to make decisions based increasingly on insightful awareness of alternatives and consequences.

Another assumption basic to role-playing is that behavior is not good or bad but the best that the child can think of at the time. Moreover, the teacher temporarily accepts more open expression of feelings than is ordinarily permitted in the classroom.

On the basis of these assumptions, it is necessary for the teacher to establish a "climate" for role-playing in which (1) it is "safe" for pupils to explore behavior, (2) it is permissible for strong feelings to be expressed, and (3) the group is helped to respect the ideas and feelings of all members. To create such a climate, the teacher accepts all suggestions for solving a problem, is supportive, and listens sensitively in an effort to understand the full meaning of what pupils try to express.

Research bears out the effectiveness of role-playing in changing deeply-held attitudes, values, and even self-concepts (Janis and King, 1954). Such results, however, are not always obvious. Role-playing is achieving some measure of success when it (1) helps young people to analyze a problem of personal relations, (2) helps them to gain increased sensitivity to the feelings of others, (3) helps them to become alert to the need for weighing probable consequences before acting, (4) gives them practice in judging when to relinquish a personal desire for the good of the group--or to stand against the group when its goal is trivial or malicious, (5) alerts young people to increasing awareness of the humane issues in a problem of relationships between human beings.

C. BRAINSTORMING AS A WAY OF THINKING[1]

Brainstorming is a skill which can turn group problem-solving away from a competitive, one-upping atmosphere towards a truly collaborative venture where the main adversary is the problem to be solved rather than others in the group. Brainstorming helps to generate a large volume of ideas. It encourages germs of ideas, half-formed ideas; it gives ideas with some merit and some drawbacks a chance to grow and develop.

In a large sense the rules of brainstorming form the structure for a classroom where all are accepted for what they are, where all may try without fear of failure, where active collaboration is encouraged, and where creativity, individuality, unorthodoxy is respected. Brainstorming is also an easy and effective method of community building.

RULES OF BRAINSTORMING

The rules of brainstorming should be reviewed often, and it is probably a good idea to discuss the rationale for each with the class.

1. Express no negative evaluation: This rule encourages participants to speak freely without pre-judging whether their ideas are good enough to be shared. It says, "All ideas are welcomed here." The aura of acceptance and respect for each individual grows where this rule holds sway as a part of the class routine.

2. Work for quantity: This rule helps the flow of ideas by adding a game-like tension to the activity. Quality is a by-product of quantity. The longer the list, the more likely it is to contain a number of really useful or eventually workable ideas. This rule encourages everyone to try without the jeopardy of failure.

3. Expand on each other's ideas: This rule tells people that they can help each other. It's important to listen to others because they might spark something in your mind. When one person elaborates on another's ideas, he is paying a compliment to that person, accepting him, appreciating his contribution, showing him to be a worthy collaborator. This rule can help change the classroom from the scene of a game with winners and losers to a place where all can win.

4. Encourage zany, far-out ideas: This rule encourages creativity, individuality, the unusual, the unexpected. Many zany, far-out ideas have a useful kernel which may not be evident to the one proposing the idea but which is picked up later by the group. And a zany idea may trigger another idea in someone else's mind. Problems are often seen in new ways as a result of this practice.

5. Record each idea: This rule reinforces the acceptance of each idea and provides for a mechanism where no idea needs to be evaluated on the spot to see whether it is good enough to record. These brainstorming lists can be thought of as rich deposits which can be later worked on and shaped to meet specific needs.

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[1] Robert C. Hawley and Isabel L. Hawley, A Handbook of Personal Growth Activities for Classroom Use (Amherst, Massachusetts: Educational Research Associates, 1972).

6. Set a time limit: This rule takes away the pressure for perfection. Generally, where a time limit is regularly established and adhered to, personal commitment is high, because individuals are relieved of the tension of determining when they have worked long enough to satisfy the requirements of the task.

Practicing Brainstorming:

Brainstorming is a skill which can be improved through practice. The rules should be reviewed before each brainstorming session and posted on the blackboard or wall. Brainstorming can be done by the entire class or in small groups. (Groups of five or six are small enough so that no one need wait to offer his idea, yet large enough so that the variety of ideas is stimulating.) When the entire class brainstorms as a group, it may be necessary to have two or three recorders at the blackboards so that they can keep up with the fast-flowing ideas. (Brainstorming is no time for raised hands or other such formalities.) With small group brainstorming, it is important to cross-fertilize by having the recorder for each group read the group's list to the entire class, or, where time is a problem, groups can pair and read their lists to each other. Another way of sharing group lists is to have each person in the group pick the idea he likes the most from the group's list, and then have the selected list read to the entire class.

Warm-up Brainstorms:

Warm-up brainstorms should be on playful subjects to encourage and show acceptance of zany, far-out ideas. Warm-up brainstorms are designed to free the mind from practical considerations and to encourage flights of fancy. Here are some possible topics for warm-up brainstorms--

1. You have been stranded on a tropical desert island. Food and water are no problem as the island can provide these in plenty. You have only one artifact of civilization--an empty Coke bottle. Brainstorm uses for the Coke bottle. (Time limit: 5 minutes.)

2. Brainstorm ways to improve on the common bathtub. (Time limit: 5 minutes.)

3. Brainstorm ways to send love to someone far away. (Time limit: 7 minutes.)

4. Brainstorm new kitchen appliances. (Time limit: 7 minutes.)

Spectrum Analysis:

For each item on the brainstorm list, look first for the good, useful, or workable parts. The idea as a whole may be unworkable, but there may be a useful kernel which can be used to provide a new and creative solution. We are so conditioned to look for the flaws in an idea that the useful part is often overlooked and the wheat is thrown out with the chaff. Following this procedure, the list can be reduced to the three or four most promising items. These few can then be examined in further detail before a final decision is made. Brainstorming is a good method for finding alternative solutions for problems. For example, an individual can bring a problem for discussion to a small group, such as, "How can I get along better with my brother?" Then he spends one or two minutes filling in the group on the background of the problem. The group then brainstorms solutions to his problem for a specific amount of time (usually no longer than ten minutes). The individual acts as recorder.

Another use for brainstorming can be to let the class as a whole brainstorm problems that young people their age might have. Then one problem is selected for discussion by the whole class, or the class may divide into groups, with each group choosing a problem from the list.

Sample alternative search questions:

1. Ways to spend spring vacation.

2. Ways to make Thanksgiving more meaningful.

3. Ways to increase your circle of friends.

4. Ways to save money.

Brainstorming to Teach Information:

Brainstorming can be used to interest students in a new topic for study. Brainstorming facts about a new topic gives an easy chance for students and the teacher to find out what the general store of knowledge in the class is, where particular points of interest are, and what, if any, misinformation exists about a subject. It also allows the students to think of each other as resources to each other. During the brainstorming period, all the rules should be in effect. This means that erroneous information is recorded along with the rest. The teacher may say something like the following: "Some people may disagree with some of the things that come up in the brainstorming. Even I may disagree. But we will first put down everything without determining whether it is right or wrong, and later, after we have finished the brainstorming, we can go back and circle the things that are in dispute. Then we can try to find out whether they are or aren't true." After the brainstorming, items can be verified by recourse to reference material or the teacher's wisdom. Those items which are hotly disputed might serve for further study.

Examples of brainstorming to teach information:

1. Causes of the Civil War.
2. Uses for plane geometry.
3. Electricity.
4. Capitals of the United States.
5. Reasons for studying French.
6. Macbeth's motives for murdering Duncan.

The teacher should avoid having this brainstorming turn into a "guess what the teacher is thinking of" game. This kind of brainstorming is most effective when it is open-ended, and when the teacher shows by his words and actions that he is open to all the pieces of information that are put forth, not just the ones that he has in mind.

D. COLLAGE-MAKING

A collage (kohl-ahzh) is an art form which is assembled from a variety of materials which are glued to a backing, usually a flat surface. The medium offers interesting opportunities to arrange colors and textures in patterns, and lends itself well to organizing a collection of pictures which deal with a common theme. It is especially valuable as a medium for students, permitting those who lack drawing skills to participate in solving design problems, and to experiment with ways to combine colors and textures.

In preparation for collage-making, begin by collecting a substantial number of magazines and catalogues which can be searched for pictures reflecting whatever theme is to be expressed in the assignment. Home furnishing magazines may be more useful for some projects while hobby catalogues or sports publications may be more appropriate at another time. Scissors, paste and construction paper to use as a background will also be necessary. After the students have scanned the magazines for the pictures they hope to use, suggest they experiment with several ways to arrange the cut-outs before they actually begin to paste.

It is not essential that every section of the background area be covered. Students may find that vacant areas add interest to their design, or may wish to use patches of solid colors to enhance the appeal of their collages. On the other hand, students should be encouraged to over-lap pictures where they want many items included in their design. The important thing is that the student feel the design is his own.

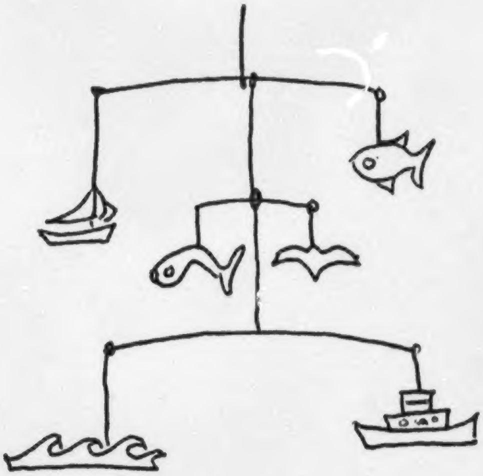
Preparing collages is a particularly good activity for encouraging teamwork. Some students can search for suitable pictures, some can cut out the portion of a picture so that it has an attractive and suitable shape, and some can experiment with the possible arrangements on the collage. Encourage students or teams to exchange pictures which will help each other and establish an atmosphere where students can admire each other's work. This can be an activity where students move around the room fairly freely, and therefore serves as a good break from a period of extended desk work.

Finally, making collages is an excellent way to learn that there is value in difference and non-conformity. Three students with identical pictures to arrange will choose three different patterns to design their collages--an ideal way to illustrate that different approaches to things can be equally "right." Since collage-making is an art form with few if any "artistic rules," it is useful in getting students to risk a try at artistic expression.

E. MAKING MOBILES

A mobile is a three-dimensional art form so constructed that a number of related objects, shapes or pictures are suspended to move freely in relation to each other and create a changing pattern or orientation between the parts. Scientists (and observant parents!) have long known that even tiny babies enjoy watching the movements of a mobile suspended where they can follow the changing patterns. Children find considerable pleasure in making these themselves. Following a few general rules will help you insure their success.

A mobile is in essence a combination of rigid or semi-rigid horizontals (piano wire, plastic straws, bamboo splints, etc.) and a vertical stringing system which may be thread, yarn or monofilament fishing line. Each horizontal piece should have at least two pictures or objects hung by thread from the ends of the arms. Loop thread under the arm and move the thread back and forth until you can mark the point where the objects are in balance. To do this, keep moving the thread by which you suspend the arm toward the heavier end until the arm hangs approximately horizontal. Tie one end of the thread to the arm at that point. Make other arms in a similar fashion and join them with sufficient spacing that they can swing freely without interfering with the motion of other parts of the mobile. As students become more sophisticated they can create mobiles which have sub-units, and where some of the arms are deliberately designed to swing from arms that balance on the diagonal.



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NAME OF FILMSTRIP	SOURCE	GOAL	OBJECTIVE	ACTIVITY	PAGE
"The IALAC Story" filmstrip	Argus Communications 7440 Natchez Avenue Niles, Illinois 60648	II	B	1	45
"Exploring Your Feelings" filmstrips	Guidance Associates 757 Third Avenue New York, New York 10017	III	B	1	62
"Me And The Monsters" film	Billy Budd Films 235 E. 57th Street New York New York 10022	III	B	3	63
"Understanding Emotions" filmstrips	Guidance Associates 757 Third Avenue New York, New York 10017	III	C	1	66
"Brothers, Sisters, Feelings And You" filmstrips	Guidance Associates 757 Third Avenue New York, New York 10017	III	C	8	70
"Free To Be... You And Me" film	McGraw-Hill Films 1221 Avenue of the Americas New York, New York 10020	V	A	1	96
"Square Pegs, Round Holes" film	Film Fair Communications 10900 Ventura Boulevard Studio City, CA 91604	V	C	3	107
"Seeing Differences" filmstrip from Unit 3 of the Becoming Yourself series	Scholastic Magazines 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632	V	C	4	108
"Understanding Differences" filmstrip from Unit 3 of the Becoming Yourself series	Scholastic Magazines 904 Sylvan Avenue Englewood Cliffs, New Jersey 07632	V	C	5	108
"Growing Up With Values" filmstrips	Parents' Magazine Films, Inc. Dept. "F" 52 Vanderbilt Avenue New York, New York 10017	VI	A	2	115

NAME OF FILMSTRIP	SOURCE	GOAL	OBJECTIVE	ACTIVITY	PAGE
"How Do You Decide" filmstrip	Educational Research Council of America Rockefeller Building Cleveland, Ohio 44113	VI	B	1	124
Problems For Young Consumers series	Urban Media Materials 212 Mineola Avenue Roslyn Heights, New York 11577	VII	B	4	144
The Healthy Way In Wonderland series	Walt Disney Educational Media Company 800 Sonora Avenue Glendale, California 91201	VII	F	1-5	170-174
Nutrition series	Society for Visual Education, Inc. 1345 Diversey Parkway Chicago, Illinois 60614	VII	F	6	175

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